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GUILFORD COLLEGE

BULLETIN OF INFORMATION

CATALOGUE NUMBER

1926-1927

Announcement

1927-1928

PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA





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ACADEMIC CALENDAR

1927

September 9th Registration of Freshmen
September 13th Registration of Sophomores, Juniors and Seniors
September 14th Class Work Begins
October 9th Examinations for Removing Conditions
November 15th First Quarter Ends
November 24th Thanksgiving Holiday
December 3rd Henry Clay Oratorical Contest
December 20th, 11:30 a. m. Christmas Holidays Begin

1928

January 3rd, 1:15 p. m. Christmas Holidays End
January 23rd to 28th Mid-year Examinations
January 30th Second Semester Begins
March 3rd Zatasian Oratorical Contest
March 10th Examinations for Removing Conditions
March 31st Third Quarter Ends
April 5th, 11:30 a. m. Easter Holidays Begin
April 11th, 1:15 p. m. Easter Holidays End
April 14th Websterian Oratorical Contest
May 19th Philomathean Oratorical Contest
May 28th to June 2nd Final Examinations
June 2nd Alumni Day
June 3rd Baccalaureate Service
 Sermon before the Christian Associations
June 4th Senior Class Day
 Annual Musical
June 5th Commencement Day
 Conferring of Degrees
 Commencement Address

ADMINISTRATIVE BOARDS

BOARD OF TRUSTEES

	<i>Term Expires</i>
D. D. Carroll, Chapel Hill, N. C.	1927
C. F. Tomlinson, High Point, N. C.	1927
Joseph D. Cox, High Point, N. C.	1928
Paul C. Lindley, Pomona, N. C.	1928
H. A. White, High Point, N. C.	1929
D. R. Parker, High Point, N. C.	1929
J. Elwood Cox, High Point, N. C.	1930
Richard L. Hollowell, Greensboro, N. C.	1930
C. P. Frazier Greensboro, N. C.	1931
W. E. Blair, Greensboro, N. C.	1931
Zeno H. Dixon, Elkin, N. C.	1932
David White, Greensboro, N. C.	1932

AUXILIARY COMMITTEES

Advisory Committee

	<i>Term Expires</i>
Mary M. Petty	1927
Lelia D. Hill	1927
Bertha E. Cox	1927
Mary D. Cox	1928
Hettie O. Hollowell	1928
Sarah C. M. Sampson	1928
Helen T. Binford	1929
Notre M. Johnson	1929
Roxie D. White	1929

Girls Aid Committee

In Charge of New Garden Hall

Helen T. Binford	Guilford College, N. C.
Marguerite C. Kerner	Greensboro, N. C.
Laura P. Hodgin	Greensboro, N. C.
Ada Blair	High Point, N. C.
Sarah R. Haworth	Burlington, N. C.
Mary R. Cox	High Point, N. C.
Ida E. Millis	Guilford College, N. C.
Evelyn M. Haworth	Guilford College, N. C.
Rachel F. Taylor	High Point, N. C.

Honorary Members

Mary M. Hobbs	Guilford College, N. C.
Adelaide E. White	Guilford College, N. C.

STANDING COMMITTEES OF THE BOARD OF TRUSTEES

Officers and Faculty—D. D. Carroll, Joseph D. Cox, C. F. Tomlinson.

Literary Department—Dudley D. Carroll, C. F. Tomlinson, Zeno H. Dixon.

Boarding Department—C. P. Frazier, Zeno H. Dixon, W. E. Blair.

Buildings and Grounds—D. Ralph Parker, H. A. White, Paul C. Lindley.

Water, Lights and Heat—H. A. White, Richard L. Hollowell, D. Ralph Parker.

Farm—Paul C. Lindley, W. E. Blair.

Endowment Fund—J. Elwood Cox, David White.

Auditing and Finance—Richard L. Hollowell, C. P. Frazier.

Committee to Confer with Committee from Yearly Meeting—Richard L. Hollowell, C. P. Frazier.

COLLEGE OFFICERS OF ADMINISTRATION

RAYMOND BINFORD	.....	<i>President</i>
GLADYS TAPLEY	.....	<i>Dean of Women</i>
D. RILEY HAWORTH	.....	<i>Dean of Men</i>
KATHARINE C. RICKS	.....	<i>Librarian</i>
N. ERA LASLEY	.....	<i>Registrar</i>
F. HILL TURNER	.....	<i>Business Manager</i>
MAUD L. GAINES	.....	<i>Treasurer</i>
LAURA D. WORTH	.....	<i>Matron</i>
EMILY R. LEVERING	.....	<i>Matron New Garden Hall</i>
EDITH MEREDITH	.....	<i>Dietitian</i>

COMMITTEES OF THE FACULTY

Absences—Era Lasley, Gladys Tapley, Emily Levering, Laura Worth, D. R. Haworth.

Athletics, Boys—C. N. Ott, Robert S. Doak, J. Wilmer Pancoast.

Athletics, Girls—Minnie Kopf, Maud L. Gainey, Hedwig H. Rusack, Dorothy Gilbert.

Campus—L. L. Hobbs, F. Hill Turner, Eva G. Campbell, Laura D. Worth.

Credentials—Era Lasley, D. R. Haworth, George P. Wilson.

Debates—George P. Wilson, H. T. Tinsley, Elwood C. Perisho.

Discipline—Gladys Tapley, H. T. Tinsley, Katharine C. Ricks, Emily R. Levering, Minnie Kopf, D. R. Haworth, G. H. Cole, Eva G. Campbell.

Examinations—J. Wilmer Pancoast, Milton C. Davis, Minnie Kopf.

Executive—L. L. Hobbs, F. Hill Turner, Katharine Ricks, Samuel L. Haworth.

Lectures and Entertainments—Elwood C. Perisho, Eva Campbell, J. Wilmer Pancoast, Maud L. Gainey, Helen T. Binford, Collette de Duras-Hoffmann, F. Hill Turner.

Library—Katharine C. Ricks, J. Franklin Davis, Era Lasley, Milton C. Davis, George P. Wilson.

Publications—Samuel L. Haworth, Era Lasley, George P. Wilson, Elwood C. Perisho, F. Hill Turner.

Social—Katharine C. Ricks, Gladys Tapley, D. R. Haworth, Eva G. Campbell, J. W. Pancoast, Helen T. Binford, C. N. Ott.

Student Activities—Era Lasley, C. N. Ott, George P. Wilson.

FACULTY

RAYMOND BINFORD *President of the College
and Professor of Biology*

B.S., Earlham College, 1901; M.S., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph.D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., summers 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., summers 1912-1917; Professor of Biology and Geology, Guilford College, 1901-1914; Professor of Zoology at Earlham College, 1914-1918; President of Guilford College, since 1918.

LEWIS LYNDON HOBBS *President Emeritus*

A.B., Haverford College, 1876; A.M., Haverford College, 1883; LL.D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College, 1888-1915; President Emeritus, since 1915.

JAMES FRANKLIN DAVIS *Professor of Greek and
Biblical Literature*

A.B., Haverford College, 1875; A.M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philosophy, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Guilford College, since 1888.

ELWOOD CHAPPELL PERISHO . . *Lecturer and Director
of College Extension*

B.S., Earlham College, 1887; M.S., Earlham College, 1889; M.S., University of Chicago, 1895; Fellow University of Chicago, 1894-1895; LL.D., Earlham College, 1910; Assistant in Science, New Garden Boarding School, 1887-1888; Professor of Mathematics, Guilford College, 1888-1893; Assistant in United States Geological Survey (field work), 1894; Professor of Zoology and Physics, Wisconsin State Normal, 1895-1903; Professor of Geology, University of South Dakota, and State Geologist of South Dakota, 1903-1914; Dean of the College of Arts and Sciences, University of South Dakota, 1907-1914; President of the State College of Agriculture and Mechanical Arts, South Dakota, 1914-1919; Educational Administrator and Lecturer, U. S. Army Educational Corps, 1919-1920; Member of Faculty American Army University, Beaune, France, 1919; Lecturer, Guilford College, since 1920.

H. LOUISA OSBORNE *Professor Emeritus*

A.B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, summers 1888-1895; 1902-1904-1909; Teacher Vermilion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Guilford College, since 1892.

J. WILMER PANCOAST *Professor of Mathematics*

B.S., Swarthmore College, 1901; Special Work at University of Pennsylvania, University of Cornell, University of Chicago; Instructor of Mathematics, George School, Bucks County, Pennsylvania, 1902-1918; Guilford College, since 1919.

JAMES WESTLEY WHITE . . *Instructor in Vocal Music*

Student at International School of Vocalists, Boston; Private Teachers, New York; Soloist in leading churches of Boston and New York, in festivals and tours; Director of Chorus and Choir; Instructor in Vocal Music, Guilford College, since 1919.

ROBERT S. DOAK *Physical Director for Men*

A.B., Guilford College; Coach Elon College, 1911-1915; Coach Basketball and Track, Trinity College, 1916; Coach Guilford College, 1916-1918; Athletic Work for Y.M.C.A. with A.E.F. in France, 1919; Guilford College, since 1919.

HEDWIG HOFFMANN RUSACK . . . *Professor of French
and Spanish*

B.A., University of Toronto, 1919; M.A. (French), *ibid*, 1920; A.M. (German) Columbia University, 1921; Ph.D. Columbia University, 1927; Carl Schurtz Fellow, *ibid*, 1920-1922; Instructor, Columbia University, 1921-1922, and 1924-1925; Instructor Hunter College, summer 1923; French and Spanish, Guilford College, 1922-1924; and since 1925.

COLETTE DE DURAS-HOFFMAN . . . *Associate Professor
of French and Spanish*

B.èsL., Geneva University; Student at Sorbonne; Special work at University of Heidelberg, and Columbia University; Principal Anglo-French School, Toronto, 1910-1920; Instructor of Romance Languages and German, Toronto Conservatory of Music, 1915-1920; French and Italian, Rayson School, New York City, 1921-1922; Guilford College, since 1922.

MILTON CORNWELL DAVIS *Professor of Latin
and German*

A.B., Harvard College, 1917; A.M., Harvard University, 1918; with Friends' Mission in France, 1919-1920; Graduate Student at Harvard University, 1920-1923; Guilford College, since 1923.

MINNIE KOPF *Associate Professor of
Home Economics*

A.B., Cornell College, 1918; Graduate Student Columbia University, summer 1919; Graduate Student University of Chicago, 1921; Head of Home Economics Department Mt. Vernon High School, Iowa, 1918-1921; Critic Teacher in Normal High School, Postville, Iowa, 1921-1922; Head of Home Economics Department Normal Central College, 1922-1923; Guilford College, since 1923.

GEORGE P. WILSON *Professor of English*

A.B. (and certificate in English), University of North Carolina, 1913; A.M. (English), Columbia University, 1919; two years' graduate work (English and Philosophy), University of Wisconsin; Instructor in English, A. and M. College of Texas, 1913-1917; Instructor in English, Indiana University, 1917-1919; Head of English and Director of Summer School, Bessie Tift College, 1919-1920; Instructor in English, University of Wisconsin, 1920-1922; Mary Adams Fellow in English, University of Wisconsin, 1922-1923; Guilford College, since 1924.

EVA GALBREATH CAMPBELL *Associate Professor
of Biology*

A.B., Ohio Wesleyan University, 1915; A.M., Ohio State University, 1919; Graduate Student, University of Chicago, summer, 1916; Marine Biological Laboratory, Woods Hole, Mass., summer 1922; Graduate Student, Ohio State University, summer 1924; Instructor in Biology, North Carolina College for Women, 1919-1924; Guilford College, since 1924.

SAMUEL L. HAWORTH *Professor of Biblical
Literature and Religious Education*

Ph.B., Chattanooga University; A.M., Brown University; Graduate Student, Chattanooga University, 1908; Professor of Biblical Literature, Wilmington College, Wilmington, Ohio, 1908-1911; Graduate Student Brown University, 1911-1913; Minister in Friends Meeting, Minneapolis, Minn., 1913-1919; High Point, N. C., 1919-1923; Traveler and Student in Europe, 1923-1924; Guilford College, since 1924.

D. RILEY HAWORTH *Professor of Education and
Dean of Men*

A.B., Maryville College; A.M., Maryville College; A.M., Columbia University; Superintendent of City Schools, Jonesboro, Tenn., 1905-1908, Morristown, 1908-1911, Johnson City, 1913-1924; Head of the Department of Rural Education, East Tennessee State Normal School, 1911-1918; Professor of Education, Guilford College, since 1925.

GEORGE HERBERT COLE *Professor of Physics*

B.S., McGill University, 1904, M.S., 1905; Special Work, Yale University, 1905; Educational Work, China and Japan, 1905-1917; Two years study Chinese language and literature, lecturer in science, school principalship; H.Q. Administrator Educational Work, Canadian Army in Great Britain, 1917-1918; H.Q. Administrator, Chinese Y.M.C.A., in American, French and British armies, 1918-1919; National Educational Work, Y.M.C.A., China, 1920-1923; two years graduate work, science and education, Columbia University, 1923-1925; Guilford College, since 1925.

F. HILL TURNER *Business Manager of the College
and Professor of Education*

A.B., Vanderbilt University, 1918; A.M., Columbia University, 1924; Graduate Student, Columbia University, 1924-1926; Teacher, Massey Preparatory School, 1913-1918; Educational Director, Prison Service of Y.M.C.A. abroad, 1919-1923; Business Manager and Professor of Education, Guilford College, since 1926.

P. EVANS COLEMAN *Professor of Economics
and Business*

B.S., Ohio Wesleyan University, 1912; A.M., University of Chicago, 1914; B. of Education, University of Cincinnati, 1924; Graduate Student, Harvard University, 1925-1926; Teacher in Public Schools of Ohio, four years, Salesman, Employment Secretary Underwriter, 1915-1924; Instructor in College of Business Administration, North Eastern University, 1925-1926; Professor of Economics and Business, Guilford College, 1926-1927.

CHARLES N. OTT *Professor of Chemistry*

A.B., Penn College, 1921; M.S., University of Iowa, 1924; Ph.D., University of Iowa, 1926; Principal of Public High School, 1921-1922; Graduate Assistant in Chemistry, University of Iowa, 1923-1925; Professor of Chemistry, Guilford College, since 1926.

DOROTHY GILBERT *Director of Physical
Education for Women and Instructor in English*

A.B., Earlham College, 1925; Graduate Student Columbia University, summer, 1926; Teacher in Public High Schools of Ohio, 1922-1923 and 1925-1926; Director of Physical Education for Women, Guilford College, since 1926.

HENRY T. TINSLEY *Professor of History*

A.B., Baylor University, 1923; A.M., University of Chicago, 1926; Professor of History and Dean of Decatur Baptist College, 1923-1924; Professor of History, Guilford College, since 1926.

BERTHA YOCUM *Professor of Piano and
Theoretical Music*

Principal's Certificate from Normal School in Philadelphia, 1898; Ten-year course in Philadelphia Musical Academy, completed in 1898; First Assistant to Leschetizky, New York, 1899-1905; Student with Wagoner Swayne, Paris, summer, 1907; Student with Leschetizky and others, Vienna, 1907-1909; Several years experience in Public Schools and Colleges; Professor of Music, Guilford College, since 1926.

GLADYS TAPLEY *Professor of Latin and
Dean of Women*

A.B., George Washington University, 1924; A.M., George Washington University, 1925; Graduate Student George Washington, 1925-1926; Principal, Beulah High School, Alabama, 1916-1918; Foreign Language, Manatee High School, 1921-1922; Teacher, Alexandria High School, 1922-1926; Dean of Women and Associate Professor of Latin, Guilford College, since 1926.

HELEN T. BINFORD *Instructor in English*

A.B., Earlham College, 1907; Graduate Student, Earlham College, 1907-1908; Student in Language and Literature, Hanover, Germany and Paris, 1909-1910; Professor of French and German, Friends University, 1908-1909, and 1912-1913; Professor of German, Maryland College for Women, 1911-1912; Part-time assistant in English and Foreign Language, Guilford College, since 1925.

DUANE MCCrackEN *Elected, Professor of
Economics and Business*

A.B., Penn College, 1918; University of Wisconsin, 1920; Ph.D., University of Minnesota, 1927; Teacher in Public Schools of Iowa, 1913-1914; Teacher of Economics, Junior College, 1920-1922; Graduate Assistant in Economics, University of Minnesota, 1922-1927; Elected in Professorship in Economics and Business, Guilford College, beginning September, 1927.

GUILFORD COLLEGE

HISTORY

Guilford College had its beginning in the New Garden Boarding School, an academy chartered in the year of 1834 under the laws of the State of North Carolina. The New Garden Boarding School opened its doors in 1837 with an enrollment of fifty students—twenty-five boys and twenty-five girls—and was operated continuously for fifty-two years. In 1888, an amendment to the Act of Incorporation was enacted which granted the institution the authority to confer degrees and changed the name to Guilford College.

A preparatory department was operated in conjunction with the college until 1923; since that time only academic work of collegiate grade, leading to the degrees of Bachelor of Arts and Bachelor of Science, has been offered.

Guilford College is now classified as an A-Class College through membership in the Association of Colleges and Secondary Schools of the Southern States. It is similarly classified by the North Carolina Department of Education, in coöperation with the North Carolina College Conference. The work of the college, therefore, is accepted at its face value in the certification of teachers and in the admission of students to the professional schools and universities throughout the nation.

This briefly is the story of the legal history of the college. The roots of its life, however, run deep into the entire history of the State and colony of North Carolina. The Society of Friends in North Carolina was one of the first religious bodies to form a permanent organization. George Fox, the founder of the Society, visited North Carolina in 1672 and the records of Friends in North Carolina embrace a period of nearly 230 years. Their desire to found an institution of learning grew out of a conviction that a

democratic fellowship, based on the individual responsibility, characteristic of early Friends' meetings for worship, required an educated membership. It was founded, therefore, not so much to produce a trained ministry, as to produce a trained society.

POLICY

The founders of New Garden Boarding School were interested, therefore, in establishing an institution where broad, liberal culture might be secured in homelike surroundings and under strong religious influences. This policy has been consistently pursued throughout the ninety years of uninterrupted service. It is the purpose of Guilford College to lay a broad foundation for life based on a knowledge of the literary, scientific, and social achievements of the race. To this foundation it hopes that its graduates will add a professional training as a preparation for great and efficient living. Although Guilford College is not a professional school, it does offer work in education sufficient to meet the state requirements for the certification of teachers in the public school and it does offer special pre-medical courses and other practical, scientific, business and pre-professional studies.

The enrollment of the college is limited to a group small enough so that every member may become personally acquainted with every other member. With such a number work may be carried on in a way to bring out the finest qualities of every individual in the college fellowship. With a student body of three hundred young men and women and a faculty of thirty, it is believed that the finest type of united, coöperative, sympathetic student work may be done. In a group of this size the individual is important. He counts for something. Everyone is essential to the well-being of the community as a whole.

RELIGIOUS INFLUENCES

Guilford College is under the control of the society of Friends, but in its practice it is non-sectarian. Among its students are young people of many denominations. There is a daily chapel service which all attend. Both the Young Women's Christian Association and the Young Men's Christian Association occupy prominent places in the activity of the student body. At mealtime, in prayer meetings and in Sunday School work, faculty and students cooperate in the upbuilding of Christian character.

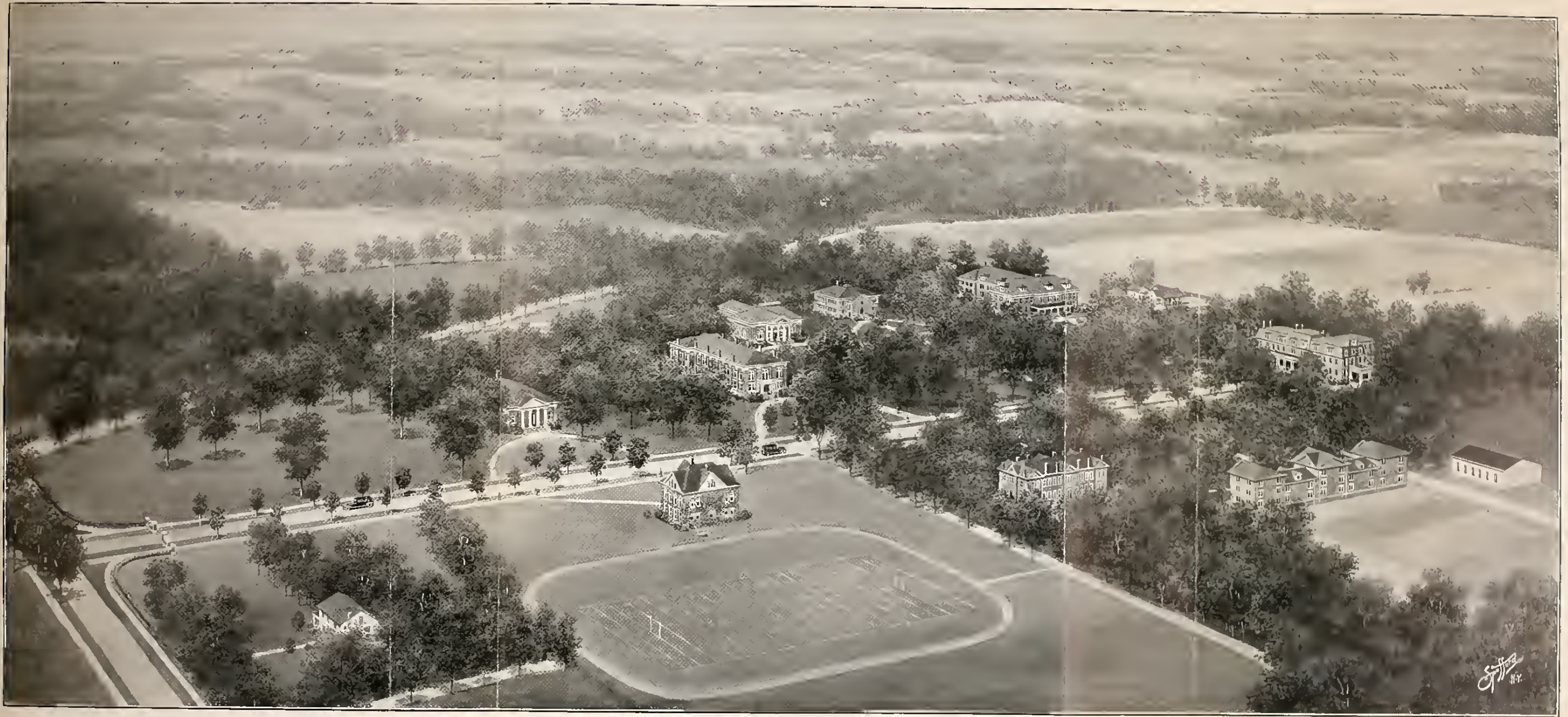
LOCATION

Guilford College is located on the Friendly Road in Guilford County, North Carolina, five and one-half miles west of the city of Greensboro. The entrance to the college grounds is one mile from the Guilford College station, on the branch of the Southern Railway between Greensboro and Winston-Salem. The campus is happily situated in the rolling oak and hickory woodland of the Piedmont region which is noted for its mild and healthful climate.

Historically, this vicinity is rich with interest. A few hundred yards from the campus on the Friendly Road is the Dolly Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe Cannon," and three miles to the north is the famous battle ground of Guilford Courthouse. Near the campus granite stones mark the site of the old Yearly Meeting House used as a hospital during the battle.

BUILDINGS AND GROUNDS

The College property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic fields occupy thirty acres. About half of the



Church

Memorial
Y. M. C. A.

Library

King

Archdale
New Garden

Cox

Founders

Spiller
1914

remainder has been cleared for cultivation. The college maintains its own dairy and truck gardens.

The campus with its fine old oaks is the peer of any in the State. About it in a large quadrangle are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and unusually pleasing in appearance.

Founders Hall stands at the end of the main driveway. This is the oldest building of the group. It was erected in 1837. In 1908 it was entirely remodeled and the second and third floors equipped as a dormitory for girls. On the first floor are the dining room, the halls of the Philomathean and Zatasian Literary Societies, the matron's room, reception rooms and office of *The Guilfordian*, the college weekly.

Archdale Hall was erected in 1886, and was named in memory of the Quaker Governor, John Archdale. It is used as a dormitory and will comfortably accommodate forty-eight men.

Y. M. C. A. Hall was built in 1891 to accommodate the Young Men's Christian Association. The upper floor has been made into two handsomely equipped literary society rooms for the Websterian and Henry Clay Societies.

Memorial Hall was erected in 1897 by the former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon. It contains the administrative offices, book store, postoffice, chemical laboratory and lecture rooms, biological laboratory, music department, auditorium and museum.

New Garden Hall was erected in 1907 by the Girls Aid Committee of North Carolina Yearly Meeting to house those girls who are willing to reduce expenses by coöperative housekeeping. The Hall affords accommodations for fifty-two girls, besides a reception room and living room for the matron.

The Library. The present library building was erected in 1919 with the aid of a donation by Andrew Carnegie. It is

modern in its appointments, having a fire-proof stack room with steel shelving, and a large vault. It is in this vault that the early minute books of most of the Quaker Meetings in North Carolina and many other manuscripts of great historical value are stored. These have been carefully classified and catalogued and are used extensively for historical and genealogical research.

The Library contains more than ten thousand volumes. A small group of students is admitted to the Library for a special study of the technique of the care and administration of a library.

The reading room is well supplied with the state papers, and the best magazines and periodicals representing general literature and the special departments.

King Hall. The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains six class rooms, the physics laboratory and the laboratory for home economics.

Cox Hall is a dormitory for young men. The three center sections were built in 1912 and two new sections were added in 1917. This building will accommodate 104 students. The sections have separate entrances and are divided from each other by solid fireproof walls. On each floor of each section there are four rooms, and each group of four has its own shower bath and lavatory. There is hot and cold water in each room. In the basement is a locker room and shower baths for day students and visiting athletic teams.

The Museum. The cabinet of natural history contains specimens representing a wide range of natural objects which are of great value for illustrating the work in biology, geology, and chemistry. The display of these objects is of real interest to the many visitors at the college.

The Gymnasium contains a basketball floor 50 by 76 feet and two galleries for spectators at intercollegiate contests.

Athletic Fields. The athletic equipment is large enough to enable every student in College to secure an abundance of outdoor exercise.

The Hobbs Athletic Field is a carefully graded tract of three acres, adapted to football, soccer, baseball, and track. It is surrounded by a quarter-mile running track with a 100-yard straightway.

There are ten sand-clay tennis courts on the campus, giving room for all to play who desire to do so.

The Laboratories. The College possesses four laboratories: Chemistry, Physics, Biology, and Domestic Science. These laboratories are equipped with modern apparatus and offer adequate facilities for up-to-date scientific work in the leading sciences.

THE MEETING HOUSE

The first New Garden Meeting House was built in 1751. The present building was erected in 1912 to accommodate the sessions of North Carolina Yearly Meeting of Friends and to supply the college community a place for worship. It serves as a real center for the spiritual life of the college.

ENDOWMENT

More important than the buildings and equipment for guaranteeing the permanent quality and success of the work of a college are the Endowment Funds which supply an income to supplement the tuition charges in meeting the operating expenses of the institution. Within recent years the endowment of the college has been substantially increased. The total fund now amounts to \$560,000. Our friends have established many special funds for the support of scholarships, the care of buildings and grounds, and the maintenance of special departments of instruction. A list of these funds will be published in connection with the Annual Report of the President and Treasurer of the College. The plant and the endowment are now estimated to be worth \$900,000.

REQUIREMENTS FOR ADMISSION

Graduation from an accredited high school or the equivalent is required for admission to Guilford College except in the case of Special Students.

Candidates for admission to the Freshman Class must have completed the required subjects listed below.

Applicants will be admitted without examination upon the presentation of a certificate of graduation from an accredited high school.

Applicants who are not graduates of an accredited high school must present a record of the work they have done and a certificate showing that the college entrance examination has been passed.

SUBJECTS REQUIRED

Entrance certificates must show the completion of the following units in order to secure Freshman standing:

English	3 units
Algebra	1½ units
Plane Geometry	1 unit
Foreign Languages	2 units
History	1 unit
Electives	6½ units

A high school course taken five periods a week for one school year is valued at one unit.

Not less than two units will be accepted in any one language, unless presented as an elective.

Students who intend to major in the departments leading to the degree of Bachelor of Arts should present four units of Latin for entrance, and must present two, except those majoring in the departments of History and Economics, who may present French or German.

Students who intend to major in Mathematics, or one of the sciences, and receive the degree of Bachelor of Science

should, if possible, present French or German for entrance.

The amount of credit given for work in Natural History, General Science, Physics or Chemistry will depend upon the laboratory work done in connection with the course as shown by a laboratory notebook, which the applicant must submit in order to receive credit amounting to more than one-half unit.

The entrance credit allowed for vocational work will depend upon the nature of the work done and upon the notebooks or other records which the student may submit.

One unit in Biblical Literature is accepted from Sunday Schools which comply with the standards set by the Council of Church Boards of Education.

ELECTIVE SUBJECTS

The electives must be selected from the following subjects:

<i>Subjects</i>	<i>Maximum Units</i>
English	4
Social Science, including History and Civics	5
Mathematics, Algebra, Plane and Solid Geometry and Trigonometry	4
Greek	3
Latin	4.7
French	3
German	3
Spanish	2
Physiography	1 or .5
General Science	1 or .5
Biology	1 or .5
Botany	1 or .5
Zoology	1 or .5
Physiology	1 or .5
Chemistry	1 or .5
Physics	1 or .5
Drawing	1

Vocational Subjects

Commercial Geography .....	.5
Agriculture	2
Manual Training	2
Home Economics	2
Stenography	1
Commercial Arithmetic	1
Bookkeeping	1
Bible	2
Music	2
Expression .....	.5

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a record of full entrance credits.

SPECIAL AND IRREGULAR STUDENTS

Persons twenty-one years old or older, who are not candidates for a degree and who may not have completed the high school course, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared. Graduates of accredited high schools who have not completed the required subjects listed on page 18 will be classed as irregular students.

SPECIAL EXAMINATIONS

Examinations for the removal of conditions will be held in October and March each academic year. A student in applying for these examinations must notify the Registrar at least two weeks before the date of examination.

Conditions should be removed at the first regular examination period after receiving a conditional grade; if not then removed, a fee of two dollars must be paid in order to secure an examination. A student who neglects to take the first two opportunities to remove a condition or who fails to pass the examination a second time must repeat the course to secure credit for it. Should absence from school or illness prevent the student from taking any examinations, another opportunity will be allowed.

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole of the previous semester. The grades attained are indicated by letters, *A*, *B*, *C*, *D*, and *E*. *A* indicates a grade from 90 to 100; *B* from 81 to 90; *C* from 70 to 80; and *D* from 50 to 69; and *E* below 50. The numerical grades do not appear on the reports. Failure is indicated by a grade of *D*. Such a grade carries with it the privilege of taking a special examination. An *E* grade for the semester indicates that the course must be repeated in order to secure credit for it.

CHANGING CLASSIFICATION

No student shall be allowed to change his classification without the consent of the Registrar and the heads of the departments concerned. Only under very exceptional circumstances will such changes be allowed later than two weeks after registration.

REQUIREMENTS FOR GRADUATION

The course of study includes both required and elective subjects, so arranged that the student may specialize in one field and at the same time acquire that general culture and breadth of knowledge which comes from a variety of studies.

The courses are valued by the semester hour, which is equivalent to one recitation and two hours of study a week for a semester. To obtain a degree a student will be required to complete a minimum of 124 semester hours and make an average grade of 75 percent.

The last half year of the work required for a bachelor's degree from Guilford College must be done in residence. In the application of this rule twelve semester hours is considered one-half year's work.

The following outline will indicate what subjects are required and what are elective and also show the amount and nature of the class work required for graduation.

COURSE OF STUDY

First Year

<i>For A. B. Degree</i>		<i>For B. S. Degree</i>	
English 1-2	6	English 1-2	6
Mathematics	6	Mathematics	6
Choose two of the following:		German or French	6
French	} 12	Chemistry 1-2	8
German		Orientation 1-2	6
Greek		Physical Education	
Latin			
Spanish			
History 1-2 or 3-4	} 6		
Orientation 1-2			
Physical Education			

Second Year

<i>For A. B. Degree</i>		<i>For B. S. Degree</i>	
English 3-4	6	English 3-4	6
History 1-2 or 3-4	6	History 1-2 or 3-4	6
Language pursued in Freshman year	6	German or French	6
Chemistry 1-2 or Physics 1-2	8	Biology 1-2	8
Electives	6	Electives	6
Physical Education		Physical Education	

Third Year

Biology 1-2	8	German or French	6
Psychology	3	Psychology	3
Foreign Language	6	Electives	21
Electives	15	Physical Education	
Physical Education			

Fourth Year

Biblical Literature	6	Biblical Literature	6
Electives	24	Electives	24
Physical Education		Physical Education	

RULES GOVERNING ELECTIVES

In choosing electives the student must take at least 24 hours' work in one subject known as the major subject. The requirements for each major and the accompanying minors are stated at the beginning of the description of each department in which a major is offered. A student may not major in a subject on which he makes an average grade of less than 81.

Candidates for the Bachelor of Arts degree must elect their majors from the departments of Religious Education, English, French, German, Greek, History, Economics, or Latin. Candidates for the Bachelor of Science degree must elect their majors from the departments of Biology, Chemistry, Home Economics, Mathematics, Music, or Physics. For the Bachelor of Arts degree a student must elect two years of

either French or German or Spanish, and no one may be graduated with less than three years of foreign language. For the Bachelor of Science degree a student must have had *French 1-2* and *German 1-2* and either *French 3-4* or *German 3-4* or their equivalents.

A student who offers only two years of foreign language for entrance will be required to take four years of college work in foreign language before graduation.

Students must continue the modern language they offer for entrance if they are prepared to enter the second year of that language. If they are not prepared to enter the second year of the modern language they offer for entrance, they may substitute another modern language provided they take the first year without credit towards a degree.

No student shall be admitted to a third year of work in any subject without the consent of the head of the department.

EXTRA HOURS

No student shall be allowed to carry more than seventeen hours of college work without special permission of the faculty and never more than twenty hours. Two hours of piano or vocal lessons in addition to the seventeen may be taken without special permission.

Piano and voice lessons shall be counted in the maximum number of hours a student may carry.

No student is eligible to take extra hours unless he has passed all his work and made *B* on fifty percent of it during the preceding semester.

THESIS

A dissertation on some scientific or literary subject is required of all Seniors. The subject must be related to a department in which the student has done eighteen hours work.

PHYSICAL EDUCATION

Regular physical exercise is required of all students. One hundred hours is the minimum required for one year. The amount of Physical Culture that is taken and reported is entered on the student's college record and thereby becomes a part of any statement of the work completed by that student.

OUTLINE OF COURSES

ANCIENT LANGUAGES

LATIN

The Latin Department aims to familiarize the student with Classic Latin; to enable him to use Latin as source material for scientific, historical and literary research; and to teach him to appreciate the literary value of Latin in itself and in its influence on later literatures.

Ease and accuracy in translations and a mastery of the general structure of the language are insisted upon.

A major in Latin shall consist of four full year courses chosen from those listed below, exclusive of *Latin A* and *Latin B*. A student pursuing this major must also take twelve credit hours of Greek.

Latin A—Cicero. Five hours each week. Credit: three hours first semester.

This course consists of the four orations against Catiline. Composition weekly. Oration, style, historical and biographical setting are emphasized.

Latin B—Virgil. Five hours each week. Credit: three hours second semester.

This course consists of at least four books of Virgil, Aeneid, Composition weekly. Syntax, translation, poetic form, and literary value of the poem are emphasized.

Latin 1—Livy. Three hours each week. Credit: three hours first semester.

Translations, lectures and collateral reading are required. Book I is studied as a source book of literature and history, Book XXI, as a picture of Rome at the height of her glory.

Latin 2—Horace and Cicero. Three hours each week. Credit: three hours second semester.

Horace, Odes and Epodes and Cicero, De Senectute are studied, Translations, lectures and parallel readings.

Latin 3-4—Prose Composition. One hour each week. Credit: one hour each semester.

Required of all students taking Latin 1 and 2.

Latin 5—Virgil and Ovid. Three hours each week. Credit: three hours first semester.

Virgil, *Georgics* I and IV and selections from Ovid, *Metamorphoses*. Special attention is given to the principles of Latin poetry and to mythology.

Latin 6—Roman Philosophy. Three hours each week. Credit: three hours second semester.

This course is given as a study in Roman philosophy, with special attention to philosophical thought as expressed by the two authors. Cicero and Lucretius. Technical meanings of words and thorough drill in syntax are emphasized.

Latin 7—Roman Comedy. Three hours each week. Credit: three hours first semester.

Two plays by Plautus and two by Terence will be studied with the view of teaching the fundamental qualities of Roman comedy.

Latin 8—Seneca and Tacitus. Three hours each week. Credit: three hours second semester.

Two of Seneca's Tragedies will be studied as types of Roman tragedy. Tacitus, *Agricola* as history and biography.

Latin 9-10—Survey of Classic Latin Literature. Three hours each week. Credit: three hours each semester.

This course consists of selections from all types of Latin literature, history, criticism, letters, satires, epigrams, lyric and epic poetry, etc. Tacitus, Juvenal, Horace, Cicero, Pliny the younger, Martial, Virgil, etc., are studied.

Latin 12—Latin Philology. Three hours each week. Credit: three hours second semester.

This course is designed to connect the study of Latin with that of English, and will deal principally with the relations between these two languages.

GREEK

A major in Greek shall consist of twenty-four credit hours of Greek. A student pursuing this major must also take twelve credit hours of Latin and twelve hours of work in French or German.

Greek 1-2—Grammar and Composition. Three hours each week. Credit: three hours each semester.

The first semester in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost, *Greek Primer*. In the second semester, two books of Xenophon, *Anabasis* are read.

Greek 3-4—Anabasis, and Selections from Herodotus and Homer. Three hours each week. Credit: three hours each semester.

In the second semester, the third book of the Anabasis and about an equal amount of Herodotus are read in the first semester. The second semester is given to Homer, Iliad.

Greek 5-6—Selections from Plato, Thucydides, and New Testament. Three hours each week. Credit: three hours each semester.

During the first semester of the third year Plato, Apology and Crito, and Thucydides are read. The last semester is given to New Testament Greek. See Department of Religious Education.

Greek 7-8—Advanced Greek. Three hours each week. Credit: three hours each semester.

This course will be arranged to meet the wishes and abilities of the members of the class.

BIOLOGY

The Department of Biology offers work leading to the degree of Bachelor of Science. Students who wish to major in this subject should choose their course according to the field they plan to enter, i.e., medicine, teaching, some form of laboratory work, or further study in some graduate school.

A major in Biology shall consist of *Biology 1-2* and at least sixteen additional hours selected from the courses listed below. A student majoring in this field is required to take *Chemistry 1-2*, and is advised to take *Chemistry 7-8* and *Physics 1-2*.

Biology 1-2—General Biology. Two lectures and six hours of laboratory each week throughout the year. Credit: four hours each semester.

This course consists of a study of the general facts, processes, and laws that govern the existence of living things. Plants will be studied in the first semester and animals in the second. Their structure will be observed, their life-history worked out, and the life process learned. One finds in this course those fundamental facts which make it possible to understand one's own body. The principles of organization and co-operation are also discussed.

Biology 3-4—Vertebrate Zoology and Comparative Anatomy. One lecture and six hours of laboratory each week throughout the year. Credit: three hours each semester.

In this course the structures of the different types of vertebrate animals will be studied and their origin and relationships discussed.

Prerequisite: *Biology 1-2.*

Biology 5—General Embryology. One lecture and six hours of laboratory each week. Credit: three hours first semester.

The development of the vertebrate animal from the egg to the adult form is followed, the chick being used as the chief example for observation.

Prerequisite: *Biology 1-2.*

Biology 6—Heredity and Evolution. Three hours each week. Credit: three hours second semester.

Lectures and assigned readings on the subject of inheritance and the question of improving a race. This leads into the consideration of the evolutionary theory.

Prerequisite: *Biology 1-2.*

Biology 7-8—Advanced Biology. Three lectures, or nine hours of laboratory each week. Credit: three hours each semester.

Courses in morphology or physiology of plants or in cytology, histology, or physiology will be offered according to the wishes of students who are prepared to take them.

Biology 9—Bacteriology. One lecture and six hours of laboratory each week. Credit: three hours first semester.

The lectures deal with the morphology and physiology of bacteria in general, including a brief discussion of the industrial and hygienic applications of bacteriology, and with infection, immunity, and the specific infectious diseases. Laboratory includes the preparation of culture media and a study of some of the more important non-pathogenic bacteria, observing and recording the biological changes in cultures under observation, the preparing and staining of bacteria, also the examination of water and milk.

Prerequisite: *Biology 1-2.*

Biology 10—Physiology of the Human Body. One lecture and six hours of laboratory each week. Credit: three hours second semester.

A study of the physiological processes of the human body.

Equipment. The Department of Biology and the Museum of Natural History occupy a well lighted room on the first floor of Memorial Hall. A lecture room in the same building is shared with the Department of Chemistry. This lecture room is provided with a projection lantern and demonstration equipment. The laboratory, 30 by 60 feet, is well equipped for all of the courses offered. The working tables accommodate twenty students at one time; each student is furnished with locker facilities, abundant working room, and proper light for microscopic work and dissection.

The equipment consists of simple and compound microscopes, materials, and apparatus for both elementary and advanced work in histology, anatomy, cytology, and embryology; collecting apparatus and small aquaria and a large teaching collection of biological specimens, minerals, formations, and fossils; and excellent collection of mounted bird skins and smaller collections of mammals, reptiles, amphibians, and invertebrates, besides a number of anatomical preparations and a large series of prepared microscopic slides of plant and animal tissues.

CHEMISTRY

The department of Chemistry offers four years' work leading to the degree of Bachelor of Science and fitting students to enter the industrial field or pursue graduate work. The courses are also arranged to satisfy the needs of teachers of Science and of Home Economics and of pre-medical students.

A major in Chemistry shall consist of *Chemistry 1-2, 3-4, 6 and 7-8* or their equivalents. A student pursuing Chemistry as a major must begin Chemistry in his first year. He is required to take *Physics 1-2* and the courses in French and German, and is strongly advised to take *Mathematics 5-6*.

Chemistry 1-2—General Chemistry. Two lectures and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a thorough study of the more important elements and their compounds and the laws which govern them. It

is designed to be of general educational value and to give at the same time an accurate knowledge of elementary Chemistry and the methods of scientific study. No credit will be given for a half year's work in this course.

Required of all first year students who are candidates for a Bachelor of Science degree.

Chemistry 3-4—Qualitative Analysis. One lecture and six hours of laboratory each week. Credit: three hours each semester.

This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys and minerals.

Prerequisite: *Chemistry 1-2*.

Text: A. A. Noyes, *Qualitative Chemical Analysis*.

Chemistry 6—Quantitative Analysis. One lecture and six hours of laboratory each week. Credit: three hours second semester.

A brief study of the methods used in Gravimetric, Volumetric and Electro-Analysis and the analysis of substances by the above methods. The course is planned for pre-medical students, but all students majoring in Chemistry are required to take it.

Prerequisite: *Chemistry 1-2 and 3-4*.

Chemistry 7-8—Organic Chemistry. Two lectures or recitations and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a study of the principal compounds of carbon and their derivatives. This course is required of all students majoring in Chemistry and will be essential to students of medicine.

Not offered 1927-1928.

Chemistry 9—Theoretical Chemistry. Lectures and three hours of laboratory each week. Credit: three hours first semester.

A course in elementary physical Chemistry, with emphasis on atomic structure, kinetic theory, properties of solids, liquids, and gases, properties of solutions, and applications of physical chemistry to qualitative and quantitative analysis.

Chemistry 11—Advanced Qualitative Analysis. Lectures and laboratory, first semester. Credit: to be determined.

A further study of the methods used in separating bases and acids, with special emphasis on the principles involved. Minerals, alloys, commercial products, etc., are analysed.

Chemistry 12—Advanced Quantitative Analysis. Laboratory and lectures, second semester. Credit: to be determined.

This is a continuation of Chemistry 6 and consists of the analysis of minerals, gas, iron, steel, and alloys.

Chemistry 14—Chemistry of Food and Nutrition. Lectures, laboratory work, and outside reading three hours each week. Credit: three hours second semester.

This course comprises a study of the organic and inorganic food-stuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials, are taken up.

Prerequisite: *Chemistry 1-2*, and 7.

Not offered 1927-1928.

Chemistry 15—Chemistry Seminar. Lectures, laboratory and outside reading. Credit: to be determined.

Arranged primarily for students majoring in Chemistry. The work consists of solving some simple research problem.

ECONOMICS AND BUSINESS

The department of Economics and Business has a three-fold purpose: In the first place, it aims to help the student understand our present economic order. Second, it aims to call attention to our most important economic problems, and where possible, to suggest methods of solution. Third, it aims to give the student the rudiments of a practical business training.

During the year 1926-1927, the following courses were offered by the department under the direction of Professor P. Evans Coleman: Economics, Factory Management, Personnel Management, and Sociology. The outline of courses for 1927-1928 are given below.

A major in this department shall consist of twenty-four hours. The student must also meet the requirements for the Bachelor of Arts degree, and in addition choose his elective subjects in sequence suggested by the instructor.

Economics 1-2—General Economics. Three hours each week throughout the year. Credit: three hours each semester.

The purpose of this course is to give the student a clear understanding of the fundamental principles governing the production, exchange, distribution, and consumption of wealth. The method will be primarily class discussion based upon a textbook and collateral reading. Open to first, second and third year students.

Economics 3—Money and Currency. Three hours each week. Credit: three hours first semester.

This is a careful study of our present monetary system. The points of a good monetary system are emphasized and monetary fallacies explained. Historical developments are traced briefly. Foreign systems are compared with our own.

Prerequisite: *Economics 1-2.*

Economics 6—Credit and Banking. Three hours each week. Credit: three hours second semester.

This is a descriptive and analytical study of the development of banking and credit. The marks of good banking system are pointed out and the various aspects of banking and credit policy are analyzed. European banking systems are compared with our own.

Prerequisite: *Economics 1-2 and 3.*

Economics 7—Principles of Accounting. Three hours each week. Credit: three hours first semester.

This is a study in the keeping and analyzing of business accounts. It includes definitions, principles of debit and credit, trial balances, and the analysis of financial statements.

Textbooks, problems and laboratory work.

Prerequisite: *Economics 1-2.*

Not offered 1927-1928.

Economics 10—Principles of Marketing. Three hours each week. Credit: three hours second semester.

This course deals with marketing, functions, agencies, and problems. It includes a study of marketing, methods and policies, standardization, price quotations, and produce exchanges.

Textbooks, problems, and laboratory work.

Prerequisite: *Economics 1-2.*

Not offered 1927-1928.

Economics 11—General Sociology. Three hours each week.
Credit: three hours first semester.

The purpose of this course is to help the student to understand society. It is a study of social activities, social forces, and institutions. Means of social control are examined. Open to Juniors and Seniors.

Textbook and collateral reading.

Economics 12—Labor Problems. Three hours each week.
Credit: three hours second semester.

This course is a brief survey of our most important labor problems. It deals with labor organization, industrial relations, and labor legislation.

Textbook, required readings, and reports.

Prerequisite: *Economics 1-2*.

Economics 13—Business Finance. Three hours each week.
Credit: three hours first semester.

This course deals with the financial policy and financial management of corporations. The study includes capitalization, sale of stocks and bonds, and the determination of profits and dividends.

Textbook, original sources, and lectures.

Prerequisite: *Economics 1-2, 3, and 6*.

Economics 14—Business Organization and Management.
Three hours each week. Credit: three hours second semester.

This is a study of the best methods of organizing and administering business enterprises. It deals with types of organization, layout, standardization, and controlling operations.

Textbook, lectures, and reports.

Prerequisite: *Economics 1-2*.

EDUCATION

It is the purpose of this department to offer courses that will meet with the approval of the State Department of Education and that will warrant the issuance of an "A" grade teacher's certificate. Students desiring to obtain this certificate should plan their work with a view to taking eighteen hours of professional subjects in Education.

Education 1—Principles of Secondary Education. Three hours each week. Credit: three hours first semester.

This course covers a brief survey of the educational theories of the past in order to throw light on our present day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school, and how these demands are found imbedded in our present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with a careful consideration of some of the applications of modern educational theory and practice.

Education 2—Classroom Management. Three hours each week. Credit: three hours second semester.

While this course is intended primarily for those who plan to make high school teaching a profession, its application may be adapted to elementary school work to advantage. It includes a preliminary study of the nature of high school pupils, the qualifications of teachers and the practical problems and methods of classroom organization and control.

Education 3—History of Education. Three hours each week. Credit: three hours first semester.

This course deals with the evolution of educational principles and practices. While a general survey of early European educational development is undertaken, the chief emphasis is placed on the last two centuries. A comprehensive review of the educational movements of this period is undertaken, in order that the student may be made conscious of the reform conceptions of early modern times.

Education 4—Educational Psychology. Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, and such psychological problems as concern the teacher, will receive attention.

Education 5—Rural Education. Three hours each week. Credit: three hours first semester.

A study will be made of the conditions that confront the rural communities, the social, moral, religious, and educational problems of rural and village life. As far as possible the conditions prevailing in North Carolina will form the basis for the study.

Not offered 1927-1928.

Education 6—High School Methods. Three hours each week. Credit: three hours second semester.

After a preliminary survey of the psychology of high school subjects the practical problems of teaching these subjects are covered in considerable detail. The aim of this course is two-fold: first, to give the student a knowledge of the nature of high school subject matter; second, to give him a working knowledge of the methods of high school instruction.

Education 7—Tests and Measurements. Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements such as the nature of measurements, the derivation of educational scales and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

This course alternates with *Education 8*.

Education 8—School Administration. Three hours each week. Credit: three hours second semester.

This course is designed primarily to meet the needs of those students who plan to become high school principals or supervisors, though the course should be of advantage to anyone wishing to familiarize himself with the general problems of school administration. Emphasis will be placed upon the problems of county and city organization, school finances, relation of state to schools, relation of boards of education to the community, relation of superintendent and principal, etc.

This course alternates with *Education 10*.

Education 9—Principles of Education. For elementary teachers. Three hours each week. Credit: three hours first semester.

This course is designed to meet the demand for an introductory survey of the general principles that underlie good teaching. It aims to familiarize the student with the various types of learning and the principles essential to effective class instruction.

Education 10—Elementary School Methods. Three hours each week. Credit: three hours second semester.

This is a continuation of Education 11, dealing more specifically with methods of teaching the various elementary school subjects. Emphasis is placed on the selection, organization and presentation of the subject matter of the grades. The problem-project method, various lesson types, lesson plans, etc., are given consideration.

Home Economics 9—Special Methods in Home Economics. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Home Economics.)

GEOLOGY

Geology 1-2—General Geology. Class room, laboratory and field work. Three hours each week. Credit: three hours each semester.

This course will include:

1. Brief study of Astronomic and Physiographic Geology.

2. Investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation and deposition of sediment through the action of the atmosphere, wind, water, rivers, glaciers and oceans.
4. A brief study of Structural and Historical Geology.

GERMAN

A major in German shall consist of twenty-four credit hours in advance of *German 1-2*. A student pursuing this major must also take *History 1-2* and *French 3-4*, or equivalent, and six hours of elective work in either English, French, or Latin.

German 1-2—Elementary German. Three hours each week. Credit: three hours each semester.

Pronunciation, grammar, and the reading of simple German prose and poetry; oral and written exercises and sight translation.

Text: Joynes and Wesselhoeft, *German Lesson Grammar*; Mueller and Wenckebach, *Glueck Auf*; and some simple prose text.

This course is prerequisite to all other courses in German.

German 3-4—Advanced German Grammar and Composition. Three hours each week. Credit: three hours each semester.

Translation and outside reading, with written reports in German. If there is a demand, the course is divided in the Second Semester into two sections, one to make a survey of German Literature, the other to study scientific German.

Text: Mezger and Mueller, *Kreuz and Quer*; Schiller, *Der Neffe als Onkel*; Stroebe and Whitney, *Geschichte der Deutschen Literatur*; Hodges, *A Course in Scientific German*; Gore, *German Science Reader*; or other intermediate texts.

Prerequisite: *German 1-2*.

German 5-6—Lessing and Schiller. Three hours each week. Credit: three hours each semester.

This course gives a study of the lives and influence of Lessing and Schiller, including extensive reading of their important works. Written reports are required.

German 7-8—Goethe. Three hours each week. Credit: three hours each semester.

This gives a study of the life and influence of Goethe, including reading of his important works. Written reports are required.

Prerequisite: *German 3-4*.

German 9-10—History of German Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *German 5-6 or 7-8.*

German 11—Faust. Three hours each week. Credit: three hours first semester.

An intensive study of Goethe's Tragedy and its composition.

ENGLISH

Students majoring in English are required to offer a minimum of twenty-four hours in this subject. Twelve of these credits must be *English 1-2* and *3-4*. Those majoring in English must also take the following courses in other departments: *History 3-4*, *Latin 1-2*, and *3-4*; or *Latin 1*, *3*, and *12*. *English 1-2* and *3-4* are prerequisites for all advanced courses.

English 1-2—First Year English Composition. Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

English 3-4—Survey of English Literature. Three hours each week. Credit: three hours each semester.

In the first semester, a study is made of the prose and poetry from Chaucer through the eighteenth century, and a study of the literary history of the times concerned. The chief poets and prose writers of the Romantic and Victorian periods are studied in the second semester.

Prerequisite: *English 1-2.*

English 5-6—Romantic Movement, and Tennyson and Browning. Three hours each week. Credit: three hours each semester.

The poetry of Wordsworth, Byron, Shelley, and Keats, and aspects of the Romantic movement. In the second semester Tennyson and Browning are studied.

Not offered 1927-1928.

English 7—Nineteenth Century Prose Writers. Three hours each week. Credit: three hours first semester.

This course might be termed "Nineteenth Century Thought" since it will center upon the literary men who wrote and lectured upon such subjects as the natural sciences, economics, philosophy, politics, religion, literature and art. Some of the important works of Carlyle, Ruskin, Emerson, Arnold, Newman, Mill, and Huxley will be studied for thought and style. Lectures and discussions.

English 8—American Literature. Three hours each week. Credit: three hours second semester.

A survey course in prose and poetry from the Colonial period to the present. Class readings and collateral readings. Lectures, discussions, and reports.

English 9-10—Shakespeare. Three hours each week. Credit: three hours each semester.

At the beginning of the course some attention will be devoted to a study of the growth and development of English drama and the principles governing drama. Six or seven of Shakespeare's important plays will be studied in detail in class; others will be read outside class but discussed in class. Lectures will be given on both groups.

English 11—Argumentation and Debating. Three hours each week. Credit: three hours second semester.

At the beginning of the course students will be given some training in informal public speaking, in outlining and giving short talks. Then will follow a study and practice of the principles of argumentation and debating. Lectures, discussions, outlining, brief-making, class speeches and debates.

Prerequisite: *English 1-2.*

Not offered 1927-1928.

English 12—Practical Writing. Three hours each week. Credit: three hours first semester.

Articles and short stories of the contributors to our best present-day magazines will be analyzed. Students will be required to write essays and stories with these magazine productions as models. Lectures, discussions, and readings.

Not offered 1927-1928.

English 13—Anglo-Saxon. Three hours each week. Credit: three hours first semester.

Introductory course in Anglo-Saxon. A study of grammar and syntax, translations.

English 14—Middle English. Three hours each week. Credit: three hours second semester.

Special attention will be given to Chaucer. Selections from other Middle English writers will also be studied. In both courses, English 13 and 14, the languages of the older periods will be compared with modern English.

English 16—Journalism. Three hours each week. Credit: three hours second semester.

An introductory course, dealing with the nature of the newspaper, news reporting, proof-reading, and other matters. Lectures, discussions, writing.

HISTORY

The major in this department shall consist of twenty-four hours' work selected from the courses listed below. *History 5-6* and *7-8* must be included in this selection. A student pursuing this major must take one year of Economics and one year of English in advance of *English 3-4*, or one year of college Latin.

History 1-2—Ancient and Medieval History. Three hours each week. Credit: three hours each semester.

This is a course dealing with the history of the Orient, Greece, Rome, and European countries to 1500. Particular attention is given to social and economic conditions, and cultural and religious developments.

Lectures, textbooks, readings, and a term paper.

Offered in 1927-1928 and in alternate years.

History 3-4—Modern and Contemporary European History. Three hours each year. Credit: three hours each semester.

Attention is given to the nationalistic development of England, France, Germany, Italy, Austria-Hungary, and Russia from 1500-1928, and to the causes of the world war, the results, significance, and efforts since toward world organization.

Lectures, textbooks, readings, and a term paper.

Offered in 1928-1929 and in alternate years.

History 5-6—American History before 1850. Three hours each week. Credit: three hours each semester.

A thorough survey of the history of the United States: European background, discovery and exploration, colonization, the revolution, independence, federation, western expansion, and the development of slavery to 1850, will be made. Especial attention will be given to the social, economic, political, and religious conditions of this period.

Lectures, textbooks, readings, and reports.

Offered in 1927-1928 and in alternate years.

History 7-8—American History after 1850. Three hours each week. Credit: three hours each semester.

This course continues the discussion of western expansion, democracy, and slavery as begun in History 5-6. In addition to this a study is made of the causes of the civil war, the civil war, reconstruction, the tariff problem, the rise of labor unions, big business and politics, and the United States as a world power.

Lectures, textbooks, readings and reports.

Offered in 1928-1929 and in alternate years.

History 9—American Government. Three hours each week. Credit: three hours first semester.

Attention will be given to the background, principles, organization, and administrative methods of the United States' Government.

Lectures, textbooks, and readings.

HOME ECONOMICS

The courses in Home Economics are designed to give the student a practical scientific training in the most efficient and modern methods of meeting problems which confront women in the home, or to equip them for teaching the subject. Courses in related sciences are required in connection with the work of the department which will enable the student to become sufficiently trained in technical subjects to teach, to engage in community work, or to act as matron or dietitian in a public or private institution.

A major in Home Economics shall consist of twenty-four credit hours selected from courses outlined below. A student pursuing this major must also take *Chemistry 7*, *Chemistry 14*, *Biology 9*, *Physiology*, *Economics*, and *Sociology*.

Students planning to teach Home Economics must take all the courses in this department outlined below and in addition must take the following: *Chemistry 7*, *Chemistry 14*, *Biology 9*, *Physiology*, *Economics*, *Sociology*, *Physics 1* or *2*; *Education 1*, *2* and *4*.

Thirty hours credit in Home Economics is the maximum amount that will be given towards a Bachelor of Science degree and no college credit will be given for *Home Economics 9*.

Home Economics 1—Interior Decoration and House Planning. Three hours each week. Credit: three hours first semester.

This course takes up the study of the evolution of the house, of modern planning, furnishing and interior decoration.

Laboratory fee: \$6.00.

Home Economics 2—Clothing. One lecture and four hours of laboratory each week. Credit: three hours second semester.

Instruction given in darning, patching and the fundamentals of garment making. Garments of cotton and linen materials.

Laboratory fee: \$12.00.

Home Economics 3—Clothing. One lecture, four hours of laboratory each week. Credit: three hours first semester.

This course is for second year students; it is a continuation of Home Economics 2. More difficult designs, made-over garments are planned and considered. Shopping in relation to textiles and income is studied. Stress on wool; silk garments.

Prerequisite: *Home Economics 2.*

Laboratory fee: \$12.00.

Home Economics 4—Food and Cookery. One lecture, four hours of laboratory each week. Credit: three hours second semester.

This course includes the fundamental principles of preparation of foods; source and manufacture. Balanced menus planned and served.

Prerequisite: *Chemistry 1-2.*

Laboratory fee: \$16.00.

Home Economics 5—Food and Cookery. Three hours each week. Credit: three hours first semester.

Continuation of Home Economics 4. Emphasis placed on nutritious dishes for a moderate cost, basing the dishes on the average American family of five. Attention given to family service and more formal service.

Prerequisite: *Home Economics 4, Chemistry 1-2, Biology 1-2, Physiology.*

Laboratory fee: \$16.00.

Home Economics 6—Clothing. One lecture, four hours of laboratory each week. Credit: three hours second semester.

Continuation of Home Economics 4. History of costumes: clothing budget; factory systems in relation to the consumer are studied. Work in millinery. Emphasis put on tailored garments; evening clothes.

Prerequisite: *Home Economics 2*, and 4.

Laboratory fee: \$12.00.

Home Economics 7—Nutrition. Three hours each week. Credit: three hours first semester.

Care and study of the digestive mechanism in relation to health. Study of nutritious foods for all ages. Dietaries studied.

Prerequisite: *Biology 1-2*, *Biology 9*, *Home Economics 4*, *Home Economics 5*, *Chemistry 1-2*.

Laboratory fee: \$6.00.

Home Economics 8—Dietetics. Two lectures and two hours of laboratory each week. Credit: three hours second semester.

A study of the digestion, assimilation and metabolism of food in the system. Emphasis on minerals and vitamins, and proper food for chronic diseases due to food. Rats and pigeons will be fed to show relation to vitamins and food elements to health.

Laboratory fee: \$12.00.

Home Economics 9—Methods and Practice Teaching. Credit: three hours first semester.

A study is made of methods and textbooks used in high schools. Practice students have charge of the Guilford High School Domestic Science Department.

Home Economics 10—Household Management. Credit: three hours second semester.

This course includes applied home economics in the home. Menus are planned on a monthly budget. Cost, nutrition of same are discussed. The house management is put on a business basis and students study it from a manager's standpoint. This prepares students for supervision of school cafeterias, etc.

Laboratory fee: \$5.00.

Home Economics 12—Home Nursing and Child Care. Three hours each week. Credit: three hours first semester.

Care of the sick in the home is studied, also the care and health of children.

Laboratory fee: \$3.00.

MATHEMATICS

The courses in Mathematics are designed to meet the needs of students desiring later to do graduate work or to teach Mathematics in the public schools. The college requirement of six hours of Mathematics for all candidates for a degree may be satisfied by passing *Mathematics 1-2* or *3-4*.

Students majoring in Mathematics must take *Mathematics 1-2*, 5 and 6 in the first year; *Mathematics 7* and 8 in the second year; *Mathematics 9* and 10 in the third year; and *Mathematics 11* and 12 in the fourth year. The student must also take *Physics 1-2* and is strongly advised to take *Physics 3-4*.

Mathematics 1-2—College Algebra. Either *Mathematics 1-2* or *Mathematics 3-4* are required of all first year students and students working for a degree. Three hours each week. Credit: three hours each semester.

This course begins with a review of the ground work of elementary algebra, and includes quadratic equations, indeterminate equations, progressions, the binomial theorem, permutations and combinations, determinates and introduction of the equations.

Text: Wells, *College Algebra*.

Mathematics 3-4—Mathematical Analysis. Either *Mathematics 1-2* or *Mathematics 3-4* are required of all first year students and students working for a degree. Three hours each week. Credit: three hours each semester.

A careful study is made of some of the elementary functions and their representation. Algebraic principles and their relations to geometry are considered. Special attention is given to the linear, quadratic, cubic, trigonometric, logarithmic, and exponential functions. Also numerous applications to geometry are included in the course.

Text: Griffin, *Mathematical Analysis*.

Mathematics 5—Solid Geometry. Three hours each week. Credit: three hours first semester.

Required of students majoring in Mathematics.

Text: Wentworth and Smith, *Solid Geometry*.

Mathematics 6—Trigonometry. Three hours each week.
Credit: three hours second semester.

Derivation of formulae with their applications; trigonometric equations; solution of right and oblique triangles; problems involving practical applications. Required of all students majoring in Mathematics.

Text: Granville, *Trigonometry*.

Mathematics 7—Analytic Geometry. Three hours each week.
Credit: three hours first semester.

Theory of Cartesian and Polar coordinates; the straight line; the conic sections; the general equation of the second degree.

Text: Smith and Gale, *New Analytic Geometry*.

Mathematics 8—Differential Calculus. Three hours each week. Credit: three hours second semester.

Text: Granville, *Differential Calculus*.

Mathematics 9—Solid Analytical Geometry. Three hours each week. Credit: three hours first semester.

Text: Smith and Gale, *New Analytic Geometry*.

Mathematics 10—Integral Calculus. Three hours each week.
Credit: three hours second semester.

Text: Granville, *Integral Calculus*.

Mathematics 11-12—Differential Equations. Three hours each week. Credit: three hours each semester.

A study of ordinary and partial differential equations, with their application to geometrical, physical and mechanical problems.

Text: Murray, *Differential Equations*.

Mathematics 13—Teaching of Mathematics. Three hours each week. Credit: three hours first semester.

This course is designed to assist those desiring to teach Mathematics in the public schools.

Text: Schultz, *The Teaching of Mathematics in Secondary Schools*.

Not offered 1927-1928.

Mathematics 14—Advanced Calculus. Three hours each week. Credit: three hours second semester.

Total and partial derivatives; theory of infinitessimals; development of series; definite integrals; approximations.

Text: Osgood, *Calculus*.

Mathematics 15—Descriptive Astronomy. Three hours each week. Credit: three hours first semester.

This course deals with the main facts of astronomy and offers an elementary explanation of the methods by which the dimensions, distances, motions, physical character, etc., of the heavenly bodies have been ascertained.

Not offered 1927-1928.

Mathematics 16—Surveying. Three hours each week. Credit: three hours second semester.

Numerous field problems in the use of the chain, tape, compass, transit and level. Stadia and plane table work. The use of the solar attachment. Re-surveys. Laying out and dividing land. Profile leveling and establishing grades. Computation of areas. Correct form of note keeping. Complete survey of a farm. Careful drawings are made of all surveys. Emphasis in this course is laid on the field work.

Not offered 1927-1928.

ORIENTATION COURSE

Orientation 1-2—Man and Nature. Two lectures and two group meetings each week. Credit: three hours each semester.

This course is required of every candidate for a degree.

Nature. The study of man's conquest of nature is a very interesting one. The first semester is devoted to a review of what man has learned concerning the universe and the world in which he lives. It is therefore an introduction to the various sciences.

Man. The second semester work consists of a study of man's effort to know himself and to express his thoughts and emotions. It is a study of the arts and character building. It includes a study of the development of Christian character.

PHILOSOPHY

Philosophy 1—General Psychology. This course is required of all candidates for a degree. Three hours each week. Credit: three hours first semester.

The purpose of this course is to give the student a brief survey of the entire field of psychology. A description and examination of all the leading classes of mental facts will be given with the view to giving the student mastery over certain data that will be of service to him in the consideration of life problems.

Philosophy 2—Genetic Psychology. Three hours each week.
Credit: three hours second semester.

A study of the origin and development of consciousness in the child and the race. This course will be especially useful to those planning to teach in the lower grades.

This course alternates with *Philosophy 4*.

Prerequisite: *Philosophy 1* or *Education 4*.

Not offered 1927-1928.

Philosophy 4—Social Psychology. Three hours each week.
Credit: three hours second semester.

A study of the origin and development of the social instincts and of the psychological processes as manifested in groups. This course alternates with *Philosophy 2*.

Prerequisite: *Philosophy 1* or *Education 4*.

Education 4—Educational Psychology. Three hours each week. Credit: three hours second semester.

For description see *Education*.

Philosophy 5—Introduction to Philosophy. Three hours each week. Credit: three hours second semester.

This course attempts to introduce the student to the leading problems and concepts of modern philosophical thought by a consideration of human personality and its place in the universal order. This course alternates with *Philosophy 9*.

Prerequisite: *Philosophy 1*.

Philosophy 6—History of Philosophy. Three hours each week. Credit: three hours first semester.

This course begins with a study of Greek Philosophy with especial attention given to Plato and includes a careful review of the representative thinkers in the history of modern philosophy. The main purpose of this course is that of tracing the rise and development of the chief problems in the philosophy of the present time.

Prerequisite: *Philosophy 1* or *Education 4*.

Philosophy 8—The Philosophy of Conduct. Three hours each week. Credit: three hours first semester.

This course attempts an inquiry into the fundamental concepts and principles of conduct. The student is expected to approach the consideration of the points discussed, marshalling all his knowledge of nature, psychology and philosophy.

This course alternates with *Philosophy 6*.

Prerequisite: *Philosophy 5*.

Not offered 1927-1928.

PHYSICS

A major in this subject shall consist of twenty-four hours, including *Physics 1-2* and 7-8, selected from those listed below. A student pursuing this major is required to take *Mathematics 7-8* and 9-10.

Physics 1-2—General Physics. Either this course or *Chemistry 1-2* are required of all candidates for a degree. Three lectures and four hours of laboratory each week. Credit: four hours each semester.

In this course the principles and phenomena of Physics are taken up in detail. In the laboratory special attention is paid to accuracy of observation, measurement, and record in experimental work. A study of mechanics, properties of matter, gases, fluids, and heat is taken up in the first semester.

In the second semester magnetism, electricity, sound, and light are studied.

No credit is given for less than a year's work.

Text: Stewart, *College Physics*.

Physics 3—Radioactivity and the Theory of Matter. Three hours each week. Credit: three hours first semester.

A study is made of the conduction of electricity through gases, cathode rays, X-rays, and the modern theory of the structure of matter.

Prerequisite: *Physics 1-2*.

Physics 4—Hertzian Waves. Three hours each week. Credit: three hours second semester.

This course makes a study of radio, including crystal sets, vacuum tubes, aeriels, tuning, amplification, and the regenerative circuit.

Prerequisite: *Physics 1-2*.

Physics 5-6—Theoretical Mechanics. Three hours each week. Credit: three hours each semester.

A detailed study is made of kinematics, statics, and kinetics.

Prerequisite: *Mathematics 10*.

Text: Ziwet and Field, *Mechanics*.

Physics 7-8—Elements of Electricity. Three lectures and four hours of laboratory each week. Credit: three hours each semester.

This course is designed for students who desire a practical working knowledge of the fundamentals of electricity. A detailed study will be made of inductance, capacity, storage batteries, motors, dynamos, and problems of illumination and power distribution.

Prerequisite: *Physics 1-2* or equivalent, and *Plane Trigonometry*.

Text: Timbie-Bush, *Principles of Electrical Engineering*.

Physics 9-10—Advanced Physics. Three lectures and four hours of laboratory each week. Credit: three hours each semester.

Advanced work in heat, electricity, sound and light.

Prerequisite: *Physics 1-2* and *Trigonometry*.

Equipment. The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall. The laboratory is supplied with water, gas and electricity, the latter at 110 volts A.C. and 110 and 15 volts D.C., and contains apparatus to demonstrate the principal phenomena of physics and for measurement of forces.

RELIGIOUS EDUCATION

This department offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who are expecting to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends. A major consists of twenty-four hours selected from the courses herein described. Six hours in advanced English and twelve hours in Latin or Greek are required.

Religious Education 1—Hebrew History. Three hours each week. Credit: three hours first semester.

An outline study of Hebrew political and religious life from the period of the judges to the destruction of Jerusalem. Internal and external political changes are examined in their influence on moral

and spiritual development. The messages of the prophets are studied in the light of their own times and the permanent religious value of their teachings estimated.

Religious Education 2—Jewish History. Three hours each week. Credit: three hours second semester.

A survey of the Babylonian exile, the return of Jews to Palestine, their life under Persian and Greek rule, independence under the Maccabees, as reflected in prophetic, apocalyptic and poetic writings of the various periods.

Religious Education 3—Beginnings of Christianity. Three hours each week. Credit: three hours first semester.

A study of the origin of Christianity as set forth in the gospels. The synoptic problem is considered briefly, the course being devoted principally to the outline and details of the life and ministry of Jesus, closing with an estimate of his person.

Religious Education 4—The Apostolic Church. Three hours each week. Credit: three hours second semester.

On the historical and religious background of the first century this course represents a study of the early Christian community, the life and ministry of Paul, the spread of Christianity through the Roman provinces and the Christian literature of the period.

Religious Education 5—History of the Christian Church. Three hours each week. Credit: three hours first semester.

A survey of the Christian Church from the first century to the modern period, including growth, organization, doctrine, papal development, inner struggles, medieval decadence, and protestant reform.

Religious Education 6—History of the Friends. Three hours each week. Credit: three hours second semester.

The course includes political and religious conditions in England in the 17th century, the experiences and ministry of George Fox and his associates, writings of prominent Friends, the settlement of Pennsylvania, causes and consequences of separations, recent developments and activities.

Religious Education 7—The Church: Worship and Ministry. Three hours each week. Credit: three hours first semester.

An inquiry into the nature of worship and the manner of holding Friends meetings, together with a study of the matter and form of the sermon. Designed especially for those who are preparing for the ministry among Friends, but open to all who are interested.

Not offered 1927-1928.

Religious Education 8—The Church: Organization and Work. Three hours each week. Credit: three hours second semester.

A comparative study of church organization with emphasis on the form of government as developed by Friends in the system of monthly, quarterly, and yearly meetings, and a survey of field and departments of work in the local meeting and in national and international service.

Not offered 1927-1928.

Religious Education 9—Principles and Methods of Teaching Religion. Three hours each week. Credit: three hours first semester.

This course includes a study of child nature, the aims of religious education, material to be used in such instruction, various types of teaching, the personality and qualifications of the teacher.

Religious Education 10—Organization of the Church School. Three hours each week. Credit: three hours second semester.

A study of the organization and administration of religious education in the church school and other institutions, including the gradation and management of pupils, and the training and supervision of teachers.

Religious Education 11-12—Biblical Literature. Three hours each week. Credit: three hours each semester.

An introduction to the study of Old Testament literature, including an analysis of the first six books of the Bible and an examination of the authorship, literary style, and meaning of the prophetic writings. Required of all students in the Junior or Senior year.

ROMANCE LANGUAGES

FRENCH

A major in French shall consist of twenty-four credit hours in advance of *French 1-2*. A student pursuing this major must also take *History 1-2* and *German 3-4*, or *Spanish 3-4*, or their equivalents, and six hours of elective work in either English, German, Spanish, or Latin.

French 1-2—Beginners' Course. Three hours each week. Credit: three hours each semester.

Texts: M. S. Pargment, *Practical Exercises in French Pronunciation*; Léopold Cardon, *Première Année Moderne*; E. B. Sauzé, *Contes, Gais*; Daudet, *Contes Choisis*; *Le Petit Journal*.

French 3-4—Intermediate Course in French. Three hours each week. Credit: three hours each semester.

Careful study of grammar; reading; translation; conversation; supplementary reading. Elementary course in French History of Literature.

Text: Philip Molt, *An Intermediate French Grammar*; Léopold Cardon, *Seconde Année Moderne*; Lavissee, *Histoire de France, Cours Moyen*; Hugo, *Les Misérables* (Scribner's).

French 5-6—Advanced French. Three hours each week. Credit: three hours each semester.

Advanced course in reading, composition, conversation; phonetics, supplementary reading is given. Survey course in French History of Literature.

Text: Firmin Roz, *Vue Générale de la Littérature Française*; A. G. Latham, *Oxford Treasury of French Literature*; Harper, *French Anthology*; Lavissee, *Histoire de France*.

Prerequisite: *French 3-4*.

French 7-8—French Literature and Seventeenth Century Literature. Three hours each week. Credit: three hours each semester.

A brief survey of early French literature and a study of seventeenth century literature with special emphasis on the great classics, illustrated by reading of texts, from which the following are prescribed for critical study:

Texts: French Verse of the XVIth Century (ed. Wright); Bossuet, *Arasion Funèbre de Louis de Bourbon*; La Bruyère, *Caractères* (de la Cour); Corneille, *Le Cid*; Racine, *Andromaque*; Molière, *Le Bourgeois Gentilhomme*, *l'Avare*, *Le Misanthrope*; Boileau, *L'Art Poétique*; La Fontaine, *Fables*.

French 9-10—Eighteenth Century Literature. Three hours each week. Credit: three hours each semester.

Study of eighteenth century literature illustrated by the following texts:

Texts: Lesage, *Turcaret*; Marivaux, *Le Jeu l'Amour et du Hasard*; Montesquien, *Esprit des Lois* (Book I, II, III); Voltaire, *Zaire*, *Zadig*, *Prose*; Rousseau, *Pages Choisis*; Beaumarchais, *Le Mariage de Figaro*, or *Le Barbier de Seville*; Chateaubriand, *Atala*.

French 11-12—Nineteenth Century Literature. Three hours each week. Credit: three hours each semester.

In this course a close study is made of the literature of the nineteenth century.

Texts: Lamartine, *Oeuvres Choisies, Poésie* (ed René Waltz); Hugo, *Poems* (ed. Canfield); *Notre Dame de Paris* (ed. Léon Delbos); *Hernani*; Balzac, *Eugénie Grandet, le Cure de Tours*; Augier, *Les Effrontés*; Michelet and Guizot in *Readings from French History* (ed. Super); Leconte de Lisle, *Poèmes barbares*; Alphonse Daudet, *Fromont Jeune et Risler aîné*.

French 13-14—Contemporary French Literature. Three hours each week. Credit: three hours each semester.

A course in contemporary French literature is studied.

Texts: Maupassant, France, Bourget, Margueritte, Loti, Maeterlinck, Barres, Rostand, Rolland, Braeux, Hervieu.

SPANISH

Spanish 1-2—Elementary Spanish. Three hours each week. Credit: three hours each semester.

Texts: L. A. Wilkins, *New First Spanish Book*; Roessler and Remy, *First Spanish Reader*; Escrich, *Fortuna*; Valera, *El Pájaro Verde*.

Spanish 3-4—Intermediate Spanish. Three hours each week. Credit: three hours each semester.

Texts: Seymour and Carnahan, *Short Spanish Review Grammar*; Garcilaso de la Vega, *El Reino de los Incas*; Georgio Martínez Sierra, *El Ama de la Casa*; Padre Isla, *Gil Blas de Santillana*.

Prerequisite: *Spanish 1-2* or a two-year high school course.

Spanish 5-6—History of the Golden Age. Three hours each week. Credit: three hours each semester.

Texts: Cervantes, *Don Quixote*; *Lazarillo de Tormes*; Lope de Vega, *Amar sin saber a quién*; Caldéron de la

Barca, *La Vida es sueñ*; Oxford Book of Spanish Verse;
Fitz-Maurice-Kelly, *History of Spanish Literature*.

Prerequisite: *Spanish 3-4*.

DEPARTMENT OF MUSIC

PIANO

It is the aim of the department to combine the technique and theory of music, enriched by an appreciation of its aesthetic value, with a thorough background of cultural subjects. It is with this aim in view that the department offers a degree of Bachelor of Arts with a major in the field of music.

Students desiring such a major must elect at least sixteen hours in either Piano or Voice and eight hours or more in theoretical music chosen from the outline below. The degree of A.B. in Music corresponds to the degree of B.M. offered in other institutions.

First Year

Special attention will be given to hand position, the proper use and control of fingers, hand, wrist and arm, conducing to elasticity of touch and correct phrasing.

Second Year

Finger and wrist exercises, scales taught in contrary and parallel motion, grouping by accents or rhythms.

Arpeggios founded on common chord, major and minor, dominant seventh, diminished seventh.

Selected studies from Czerny, Burgmuller, Loeschhorn, *Op. 65*, Bach, *Two Part Inventions*.

Third Year

Technical exercises. Scales in double thirds and sixths.

Studies by Bertini; Heller, *Op. 47 and 45*; Czerny, *Op. 299*; Bach; Loeschhorn, *Op. 66*; Czerny, *Legato and Staccato*; *Sonatinas* and easier Sonatas by Haydn, Mozart, Beethoven.

Mendelssohn, *Song Without Words*.

Pieces by Handel, Jensen, Godard, Grieg, Raff, Henselt, Saint-Saens, Chopin, Schubert and others.

Fourth Year

Technical exercises.

Studies of Cramer, Clementi, *Gradus ad Parnassum*; Bach, *Well-Tempered Clavichord*; Kullak, *Octaves*; Beethoven, *Sonatas*; Chopin, *Etudes*.

Pieces by Weber, Chopin, Schumann, Moskowski, MacDowell, Liszt, and others. Concertos by Beethoven, Mendelssohn, and others.

Upon the satisfactory completion of the regular four years' theoretical and literary course, together with the four years' course in piano, the candidate for a diploma must satisfactorily perform programs conforming to the following schedule:

A concerto of advanced difficulty, a Beethoven sonata, selections from the more important works of Schumann, Chopin, Grieg, and composers of the modern schools.

VOICE

The course covers a period of four years and comprises a thorough study of the correct principles of voice production and art singing. Relaxation, breathing, and tone placing, ease of tone production and refinement of tone are insisted upon. Simple exercises for the placing and development of the voice are used, such as parts of scales, scales, arpeggios, and selected vocalises. Special attention is given to diction in English, Italian, German, and French as well as to artistic interpretation.

For graduation from this department the student is required to take an examination in Piano, Theory, Harmony, and Musical History.

First Year

Vocalises: F. Sieber, *Op. 92-97* for corresponding voices; Concone, *Op. 9*, and similar studies.

Repertoire: Songs will be selected mainly from folk songs and classical repertoire. Small songs like the following may be given for examination at the end of the first year: Folk Song: *The Blue Bells of Scotland*; *All Through the Night* (Welsh Air); *Drink to Me Only With Thine Eyes* (Old English); Mendelssohn, Op. 9, No. 5, *In Autumn*; Op. 8, No. 7, *May Song*; Op. 99, No. 3, *The Favorite Spot*; Weber, *Cradle Song*.

Second Year

Technique: The technical work of the second year is the logical continuation of the first year's work. Ease of production, quality of tone, range and power are developed, bad habits are overcome, and correct ones acquired.

Vocalises: In addition to the material given in the first year, there should be added: *Salvatore Marchesi*, Op. 15, twenty elementary and progressive vocalises; *Concone*, Op. 10, twenty-five lessons.

Repertoire: Songs like the following should be satisfactorily rendered at the examination: Macdowell, Op. 47, No. 1, *The Robin Sings in the Apple Tree*; Mendelssohn, Op. 71, No. 3, *To the Distant One*; Op. 47, No. 6, *By the Cradle*; Franz, Op. 5, No. 5, *Maid with Lips like Roses Blooming*; Op. 9, No. 3, *Entreaty*; Schumann, Op. 127, No. 2, *Thy Lovely Face*; Op. 79, No. 14, *Ladybird*.

Third Year

Technique: With normal development, the voices will differentiate more and more, and greater discrimination than in the preceding years will be found necessary in selecting exercises and songs for high, medium and low voices.

Vocalises: Bordogni, *Twenty-Four easy Vocalises*; Parnofka, Op. 81, Book 2.

Repertoire: Songs of the Romantic and Modern Schools as well as Classical Schools should be studied with great thoroughness and care, and songs from Handel, Schubert, Beethoven, Mendelssohn, Schumann, Franz, Brahms, and

modern songs by American, French and German composers are included in this year.

To the repertoire of the third year should be added also the anthology of Italian song of the seventeenth and eighteenth centuries as bases of study in voice development and in old Italian style, which is the foundation of all singing schools.

Fourth Year

The fourth year is a further development of the vocal technique, tone color, dynamic appreciation, contrast, etc., with a study of operatic arias and oratorio numbers added. Actual experience in their rendition in oratorios or operas before the public is given during the year. In connection with the study of the opera, dramatic action and stage deportment are also given. Such operas as *Martha*, *Faust*, *Bohemian Girl*, are given, and oratorios of the calibre of *The Season*, *Creation*, *Holy City*, etc.

Final Examinations

The quality of each voice should be good (considering the natural quality of each voice as the standard to go by). Throughout the range of each voice, scales must be sung in piano and in forte, up and down, without showing an abrupt change of quality in changing from one tone to another, nor showing any undue effort in ascending or descending. Throughout the range of the voice, the student should be able to hold each tone and to swell and diminish it at will. During the second and third year, the student should be able to sing in good English, and also in Italian, German or French with good diction. Special attention will be given to articulation, pronunciation, and interpretation.

MUSIC

Music A-B—Sight Singing. Two hours each week. Credit: two hours each semester.

The object of this course is to enable the student to sing an ordinary melody at first sight, to know at first sight how music should sound and to write a melody after learning it.

This course is especially for beginners. It begins with the simplest intervals and rhythms and progresses until it includes difficult passages in modern vocal music.

Text: Dannhauser, *Exercises in Solfeggio*, Books I, II, and III.

Music 1-2—Theory. One hour each week. Credit: one hour each semester.

Acoustics: only those facts which are of the utmost importance to musicians are considered. Musical terminology: the orchestra and its instruments; study of rhythm and accent; embellishments; metre: hymn construction; song forms; sonata forms; symphony; rondo, concerto; overture; aria form; recitative; canon, counterpoint; figure.

This course gives the student the knowledge to analyze, phrase and teach the various forms of music.

Text: Elson, *Theory of Music*.

Music 3-4—Harmony. Two hours each week. Credit: two hours each semester.

This course begins with the study of scales, construction of major and minor scales leading to given intervals; study of triads; common chords; harmonizing melodies, either a given soprano or a figured bass; harmony in the minor; chords in first and second inversions; cadences; chords of the seventh; uses of dominant seventh chords and sequences.

Text: Preston Ware Orem, *Harmony Book*.

Music 5-6—Harmony. Two hours each week. Credit: two hours each semester.

In the second year the course begins with the study of melody making; modulations; altered chords; non-harmonic tones; accompaniments; harmonization of chorales.

Texts: Chadwick, *Harmony*; Benjamin Cutter, *Exercises*.

Music 7—History of Music. Two hours each week. Credit: two hours first semester.

This course includes a survey of the growth in the art of music from the crude beginning before the Christian era to the present. Special emphasis is laid upon the development of the opera; such composers as Bach, Handel, Haydn, Mozart, and Beethoven of the classic school. Whenever possible the works of the composers are illustrated by piano, voice, and victrola selections.

STUDENT ORGANIZATIONS

LITERARY SOCIETIES

The two literary societies for young men, the Henry Clay and the Websterian, were organized in 1885. These societies occupied rooms in King Hall until that building was burned in 1908. In 1917 the societies moved into large rooms on the second floor of the Y.M.C.A. building.

The two societies for young women are the Zatasian and the Philomathean. These societies came into existence when the Philagorean Society was divided in 1908. The organizations occupy rooms on the first floor of Founders Hall.

The four societies meet every Friday night. During the year four formal inter-society receptions are given. Each society conducts annually an oratorical contest. The Henry Clay and Websterian societies are participating members of the North Carolina Intercollegiate Forensic Association.

THE CHRISTIAN ASSOCIATIONS

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889, and have a membership embracing practically the entire student body. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the college. The two associations conduct jointly Bible classes each Sunday morning, and a six weeks mission study course is conducted during February and March. A number of outside activities are conducted by committees appointed from these associations.

The associations yearly send delegates to the interstate conventions and to the Student Conferences at Blue Ridge.

Committees are appointed by the associations to meet new students on their arrival at Guilford College and to give them every possible assistance. The associations publish each summer a handbook of information about the college which is especially useful to new students. Social affairs of the

college are in the hands of committees appointed by the associations which work in conjunction with the faculty social committee.

Around the Y.M.C.A. and Y.W.C.A. the religious life of the college centers and from them radiates a Christian influence which penetrates every phase of college activity.

GLEE CLUB AND CHORUS

The Choral Society meets each Monday evening at 6:45 in Memorial Hall for music study.

The Glee Club prepares a musical program and makes a tour of several cities in the State. These organizations contribute a great deal to the success of various public functions at the college in addition to their special concert work.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board of nine members, representing equally the Young Women's Christian Association, the Young Men's Athletic Association and the Faculty Literary Club. The council was organized in 1921 to take charge of the presentation of the two plays given annually by the student organizations represented. Through its efforts a property room has been secured in Memorial Hall in which is stored all the permanent equipment of the council.

THE DEBATING COUNCIL

The Debating Council is composed of six students, three from each of the literary societies for men, and one member of the faculty. The council is a member of the North Carolina Intercollegiate Forensic Association. The purpose is the promotion of the annual intercollegiate debates and the fostering of an interest in forensics.

THE GUILFORDIAN BOARD

The Guilfordian Board edits and publishes *The Guilfordian*, the college weekly. It consists of twelve members

elected by the four literary societies. The editor-in-chief, managing editor, the alumni editor, the business manager, assistant business manager, circulation manager, and the two faculty advisers are elected by the Board. The Board is provided with an office room in Founders Hall.

THE ATHLETIC ASSOCIATIONS

The Athletic Associations have general oversight of the athletic interests of the college. Each student pays an athletic fee which carries with it membership in either the Men's or the Women's Association with full athletic privileges together with the right to attend the college athletic contests.

THE ATHLETIC ASSOCIATION FOR MEN

All intercollegiate athletics are under the general direction of the Physical Director for Men and the Faculty Committee on Athletics, in coöperation with the Athletic Association for Men. The managers of the teams are elected by the Athletic Association.

The Athletic Council is composed of the Faculty Committee on Athletics, the Physical Director for Men, officers of the Athletic Association and the managers of the teams. This council decides all important questions relating to athletics and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics is composed of former students at Guilford College who won their letters. This committee acts in an advisory capacity to the Athletic Association.

IMPORTANT REGULATIONS

Athletic contests are promoted for the benefit of bona fide students only, and only such are permitted to represent the college in any athletic contest.

No student shall be eligible for any athletic team who shall have been a member of any professional or league team named in the classes A, B, C, or D, in the publication of the National Baseball Committee.

No student shall participate in any athletic contest who failed to pass at least nine hours of the work of the quarter previous to that in which the contest occurs or who is failing to maintain a passing grade during the current quarter.

No student shall play on any college team during the first semester who registers after October first; nor shall any student become a member of a team during the second semester who registers after February tenth of any year.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

ATHLETIC ASSOCIATION FOR WOMEN

The Athletic Association for Women administers all regulations governing the physical training and health requirements for the women of the college. Its aims are two-fold:

a. To provide an incentive and opportunity for every student to engage in exercise daily for the promotion of health and efficiency.

b. To create an enthusiasm for and a constructive interest in play.

The work offered takes the form of general gymnastics and organized sports. Interclass and intergroup contests in various sports are held at regular intervals.

A minimum of fifty hours of regular physical exercise is required each semester of each student. Members of the first and second year classes must do the required work in supervised groups.

The regulation gymnasium costume consists of black bloomers, white middie blouse and black tie, and high white tennis shoes. These may be ordered through the director. It is recommended that each student bring with her a heavy sweater and a pair of walking shoes.

STUDENT ACTIVITIES

The Committee on Student Activities has decided that the following will be considered major student activities during the year 1927-1928: President of Y.M.C.A.; president of Y.W.C.A.; editor-in-chief, managing editor or business manager of *The Guilfordian*; manager of football, basketball, baseball, tennis or track; manager of glee club; manager of orchestra; president, secretary or house president of the Women's Student Government Association; editor-in-chief, managing editor, business manager or subscription manager of the Annual; member of a debating team; member of glee club; member of orchestra; member of Dramatic Council; member of Men's Student Council; actor in a play; representative of the college in athletics.

Students participating in major student activities must be bona fide students, must be making a passing grade in at least nine hours of current college work, and must have made a passing grade in at least nine hours during the previous quarter. In case the student has been out of college for a time the rule applies to the last quarter he was in college.

Students who have withdrawn from other institutions on account of failures, or who have been asked to withdraw on account of failures, shall be required to maintain a passing grade for one quarter in at least nine hours of work before being allowed to participate in major student activities.

Students who enter after October first will not be permitted to participate in major student activities during the first quarter. Students who enter after February 10th will not be permitted to participate in major student activities during the third quarter.

A student who makes "D" or "E" cannot have his grade changed before the end of the quarter. No exception is made to this rule in case of students who pass courses at the regular re-examination period. A student who has been given the grade "Incomplete" will be re-admitted to student activities when the instructor who gave the grade

reports that the work has been satisfactorily completed, provided the student has then passed the required nine hours.

Committees appointed to make nominations for officers for any of the above offices should confer with the Committee on Student Activities to determine whether the proposed candidate is eligible to hold the office.

THE ALUMNI ASSOCIATION

The Alumni Association is organized with the following officers: President, John B. Woosley, Chapel Hill, N. C.; Vice-President, Paul S. Nunn, Winston-Salem, N. C.; Secretary and Treasurer, N. Era Lasley, Guilford College, N. C.

The Alumni Association, through its committees, extends aid to the college in various ways. There are committees on Athletics, Campus, Literary Work, Christian Work, and Publicity. A loan fund has been created by the Association for assisting students. Two meetings are held each year, one at Commencement and the other in August. The Association publishes a bulletin in which reports of the year's proceedings can be found.

PUBLICATIONS

The Guilford College Bulletin is issued by the College six times a year. Included under this are: the Catalogue, the Alumni Bulletin, the various announcements and reports. These bulletins will be sent free of charge to any one on request.

The Guilfordian is published weekly by a board of editors elected by the four literary societies. Its main function is that of a college newspaper, but it also contains considerable material of a purely literary character. Alumni, old students, and friends of the college find it a valuable means of keeping informed as to what is going on at the College. The subscription price is \$1.50 per year. Address all inquiries and make checks payable to Business Manager, *The Guilfordian*.

The Quaker is published at irregular intervals of one to three years by the Senior Class. It serves as a class book and also as a complete record in the form of pictures, poems and sketches of the various student activities of the college.

The Students Directory is published during the summer by the Young Men's and the Young Women's Christian Associations. It contains information about the college affairs useful to new students.

SCHOLARSHIPS, PRIZES AND HONORS

SCHOLARSHIPS

Haverford College offers annually a few scholarships of \$600.00 each, one or more of which are available to members of the graduating class or to recent graduates of Guilford College. Applications for these scholarships must be made direct to the President of Haverford College on or before April first.

Bryn Mawr College offers each year to the young woman of the graduating class whom the faculty shall recommend a scholarship of the value of \$400.00. The applicant shall have attended Guilford College at least two years and shall have distinguished herself in scholarship, excellence of character and give promise of future usefulness.

Only those students who have made formal applications will be considered. All applications must be filed with the Faculty of Guilford College on or before April first.

Marvin Hardin Scholarship. The class of 1904 has endowed a scholarship in memory of their fellow classman, Marvin Hardin, to be awarded annually to that member of the sophomore class making the best scholastic average. This scholarship is available in the spring of the Senior year provided that the student shall pursue the balance of his undergraduate studies at Guilford College.

FELLOWSHIPS

Bible Teachers' Training School Fellowship. The Bible Teachers' Training School, of New York City, offers a fellowship in its School of Theology to be awarded each year upon recommendation of the faculty of Guilford College, to a member of the graduating class or to a graduate of not more than five years' standing, whose purpose is to devote his life to Christian service.

The selection will be made on the basis of creditable scholarship, strength of character and personality, evidence of growing ability and limitation of financial resources.

The fellowship provides board, room and tuition and \$50.00 for the student's incidental expenses. It may be

held during the full course of three years. The incumbent must reside at the school, maintain a satisfactory standing in scholarship and engage in a limited amount of active Christian service under the direction of the Practical Work Department.

PRIZES

Literary Society Prizes in Oratory. The four literary societies: the Websterian, the Henry Clay, the Philomathean, and the Zatasian, each award an orator's prize. This prize is awarded at an oratorical contest which is held by each society some time during the year.

Literary Society Prizes for Improvement. Each of the four literary societies awards an improvement prize. This prize is given to the new member making the most improvement during the year.

Declamation Prizes for High Schools. Each year there is held at the college a declamation contest for high school students. Each high school is entitled to send two contestants, a young man and a young woman. Two prizes are awarded, one to the successful young man and the other to the successful young woman.

These contests are conducted by the college literary societies in order to stimulate literary society work in the high schools.

Honors. Members of the Freshman and Sophomore classes, pursuing the regular amount of work whose average grade is 90 or above, and whose grade does not fall below 85 in any subject shall be entitled to "Honors."

Members of the Junior Class who have received an average grade of 93 in their major work and do not receive a grade below 85 in any subject shall be entitled to "High Honors."

Those members of the Senior Class who have received "High Honors" in their Junior year and whose average grade in the Senior year does not fall below 93 shall be entitled to "Highest Honors."

DEGREES AND PRIZES

1925-1926

DEGREES

The following degrees were conferred on Commencement Day, June 8, 1926:

Bachelor of Arts

Beulah Oyama Allen	Mary Magdalene Fitzgerald
James Read Barbee	Hubert Garvice Guthrie
Edna Mae Been	Lalah Oneita Hassell
Edwin Pierce Brown	Geneva Douglas Highfill
Lalah Alva Cox	Ruth Harding Linn
John Finch Cude	Ola Mae Nicholson
Harvey O'Connor Dinkins	Katharine Gheen Shields
Pansy Lillian Donnell	Bessie Maude Simpson
Lina Jewell Edwards	Herbert Holmes Wilhelm
Nereus Clarkson English	

Bachelor of Science

David Willard Allen	Ina Irene Mixon
James Otis Burke	Sallie Gertrude Pearson
Martha Hazel Coltrane	French Hugo Smith
Helen Louise Frazier	Alice Dorothy Thompson
Leon Jackson Harrell	Mildred Ernestine Townsend
Mary Ruth McCollum	

Diploma in Music

Mildred Ernestine Townsend

The following degrees were conferred August 7, 1926:

Jack Matlock, A.B.

George Martin, A.B.

Margaret Lucile Townsend, B.S.

SCHOLARSHIPS AND PRIZES

Haverford Scholarship	Jack Faust Matlock
Bryn Mawr Scholarship	Ruth McCollum
Marvin Hardin Scholarship	Paul Reynolds
Websterian Orator's Prize	Charles Weir
Websterian Improvement Prize	Alton Brinson
Websterian Consistency Prize (W. L. Rudd)	Charles Weir
Philomathean Orator's Prize	Mary Chappell
Philomathean Improvement Prize	Kathleen Reynolds
Henry Clay Orator's Prize	Byron Haworth
Henry Clay Improvement Prize	Carey Friddle
Zatasian Orator's Prize	Alice Hazard
Zatasian Improvement Prize	Ella Mae Friddle
Peace Prize	Byron Haworth

Recognition was given Mary Fitzgerald for perfect attendance of classes and chapel during the four years she was a student at Guilford College.

HONORS

Highest Honors	Beulah Allen
Honors—Sophomore	Charles Bowles
Honors—Sophomore	Paul Reynolds

HIGH SCHOOL CONTEST

For Girls	Hortense Brower, Winston-Salem High School
For Boys	William Farthing, Durham High School
Award Cup in Track ...	Friendship School, Burlington, N. C.

EXPENSES

For board, room rent, laundry, tuition, registration, athletic, library, and lecture fees for the academic year of nine months.

For Boys living in Cox Hall	\$375.00
For Boys living in Archdale Hall	350.00
For Girls living in Founders Hall, second floor	370.00
For Girls living in Founders Hall, third floor	360.00
For Girls living in New Garden Hall (not including laundry) estimated	260.00
For Day Students: (board, room rent, and laundry not included)	125.00

Special Fees

Graduation Fee	\$10.00
Late Registration Fee	2.00
Extra credit hours (more than 18) per hour	3.00
Deposit Fee (Founders and New Garden Halls)	2.00
Deposit Fee (Cox and Archdale Halls)	5.00

Laboratory Fees

Biology	\$10.00
Chemistry, Courses 14 and 15	5.00
Other Courses in Chemistry	15.00
Deposit Fee for all Chemistry Courses	5.00
Geology	4.00
Physics	10.00
Home Economics:	
Courses 2, 3, 6 and 8, each	12.00
Courses 4 and 5, each	16.00
Courses 1 and 7, each	6.00
Course 10	5.00
Course 12	3.00
Mechanical Drawing	1.50
Expression, per hour	1.00
Surveying	1.00
Orientation 1 and 2	2.00

Fees in Music

Piano, two lessons per week	\$ 75.00
Voice, two lessons per week	75.00
One lesson each week in Piano	45.00
Use of piano for practice, one period daily	10.00
Each additional period	6.00
Certificate for graduation in Music	5.00
Registration fee for students taking Music only	15.00
Music students taking one academic subject	125.00
Music students taking two academic subjects	145.00

PAYMENTS

Payments are due as follows:

Thirty per cent (30%)	September 14, 1927
Twenty per cent (20%)	November 16, 1927
Thirty per cent (30%)	January 30, 1928
Twenty per cent (20%)	April 1, 1928

Make all checks payable to Guilford College.

Parents or guardians should send with the student draft or cash sufficient to cover the first payments, and should send other payments to the student promptly.

During Christmas and Easter vacations no meals will be served at the college and all rooms must be vacated.

REGULATIONS GOVERNING PAYMENTS

By resolution of the Board of Trustees the following regulations are operative, nor are they subject to suspension or alteration by any administrative officer of the college:

Refunds and Reductions. Tuition and registration fees and payments for room rent are not refunded; ninety per cent of laboratory fees are refunded when a student is reclassified; otherwise no refund is made.

Except in special cases, no reduction is made for students who register late; in no case will a reduction be made for a fraction of a week.

In case a student is absent from the college on account of protracted illness of ten days or more, a pro rata part of

the money paid for board will be refunded on presentation of a physician's certificate that the student was unable to return. Should the student leave the college for any other cause than illness, or be expelled or suspended, all moneys advanced by him shall be retained by the college as liquidated damages for the student's breach of contract; it being agreed that the advancement is a reasonable sum for such damages, since the same are uncertain, speculative and difficult to determine.

Registration. Registration for the first semester must be completed by noon of the day on which the College opens officially, and for the second semester, by 8 a.m. of the first day of that semester. (*See Academic Calendar.*)

Late Registration. Students who fail to complete their registration on time will be charged a special fee of \$2.00.

Failure to pay. Any student who has failed to pay his bills on the dates published in the Catalogue is denied the right to attend classes until his account with the college is adjusted.

No student is considered by the faculty as a candidate for graduation until he has settled all indebtedness to the college.

No student who has not settled his account with the college will be permitted to stand the midyear or final examinations of the college year.

ROOMS

The students furnish pillows, linen, and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from one academic year to the next by giving due notice of his intention in writing before March 1st. Vacant rooms will be assigned in order of application.

A student may occupy a room alone, when one is available. There will be a charge of one and one-half the regular room rent.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

NEW GARDEN HALL

Girls are admitted to New Garden Hall on the following terms: Each girl agrees to perform her allotted part of the household duties and to pay to the matron of New Garden Hall the actual cost of board in advance. In this way the board will be furnished for about \$9.00 or \$10.00 per month, for each girl. Girls in this hall may do their own laundry work. If this work is sent to the college laundry, the cost will be \$18.00 per year.

LOAN FUNDS

There are several funds that have been set apart to be used as loans to students. Applications must be made on a form which may be secured from the Business Office. All applications are examined by the College Committee on Expenditures.

MINISTERIAL STUDENTS

Students who are preparing for the ministry receive free tuition. Students who ask for the remission of the tuition fee must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a mission field. Otherwise the note will be in full force and will draw interest from the time the student leaves Guilford College.

STUDENT EMPLOYMENT

Many students at Guilford College meet a large part of their expenses by doing odd jobs about the campus. During the past year the earnings of the students totaled approximately eight thousand dollars. Prospective students who must supplement their funds in this way please address inquiries to the Business Manager.

CONDUCT

It is taken for granted that any student who enters the institution does so for the purpose of consistent work. It is assumed that he intends to conform fully to that line of conduct which tends to promote the general welfare of the college and to respect fully the rights of fellow students and the wishes of the board of managers.

The Board of Trustees and other administrative bodies have definitely opposed hazing in any form, the use of intoxicating drinks, keeping dangerous weapons, indulgence in profane language and the use of tobacco. A disregard of the customs of the college in these matters will be considered a grave offense and treated accordingly.

In so far as possible students are put upon their honor, and great care is taken to maintain a coöperative relationship. The social life of the young women is regulated by the Women's Student Government Association. The young men have a Student Council which advises with the Dean of Men in all affairs of discipline affecting them.

The college reserves the right to request the withdrawal of any student who persistently engages in conduct that does not meet the approval of the administrative committees of the faculty or of the college.

GENERAL INFORMATION

Guilford College railway station is on the Southern Railway leading from Greensboro to Winston-Salem. The station is a little more than a mile from the college campus. Most of the trains are met by reliable bus drivers who charge twenty-five cents for transportation to the college. If one wishes to be met at a train which arrives at a late hour in the evening the college should be notified in order that arrangements may be made to have a car meet the train.

The college has telephone connection with all points both on the local and long distance line.

The college post office and telegraph address is "Guilford College, North Carolina," and all communications should be so addressed.

SUMMER SCHOOL

The ninth session of the Guilford College Summer School was conducted in 1926, from June 10th to August 1st. H. Louisa Osborne taught Latin and acted as Dean of Women; Dr. C. O. Merideth, German; Ruth Reynolds, Mathematics; Hershal L. Macon, History and Dean of Men; Bessie Maude Simpson, Spanish; Mary I. Shamburger, English; Leslie E. Warriek, Chemistry; J. Winnifred Cole, French. Professor G. Herbert Cole acted as director of the session.

The tenth session of the Summer School will open June 8th and extend to August 9th, 1927. President Raymond Binford will act as director of the session. The tenth session will be limited in offering of courses in order that the work may be more intensive.

The special subjects offered are:

Subject	Instructor
Biology	Raymond Binford, Ph. D.
Chemistry	Chas. N. Ott, Ph. D.
Education	Bessie Guthrie, A.M.
English	Helen T. Binford, A.B.
German	C. O. Merideth, Ph. D.
History	F. C. Anscombe, Ph. D.

Other subjects will be offered when the enrollment justifies it.

For further information, address inquiries to Director of Summer School, Guilford College, N. C.

REGISTER OF STUDENTS

SENIOR CLASS

Beeson, Lola Gertrude	Route 1, Randleman, N. C.
Beeson, Margaret Ailene	Route 1, Randleman, N. C.
Doub, William Theodore	Route 2, Winston-Salem, N. C.
Ebert, Raymond Eugene	Route 6, Winston-Salem, N. C.
Finch, Anna Josephine	Guilford College, N. C.
Friddle, Charles R.	Stokesdale, N. C.
Hollady, Rhoda Maie	
1205 Spring Garden St., Greensboro, N. C.	
Jackson, Artena Cox	411 W. Lee St., Greensboro, N. C.
Kimrey, Chandos Lavell	Guilford College, N. C.
Kimrey, Hardin Shelley	Guilford College, N. C.
Malpass, Ruth	205 S. William St., Goldsboro, N. C.
Marshburn, Lena Mae	Guilford College, N. C.
Newlin, Anna May	Saxapahaw, N. C.
Robertson, Mary Allen	Guilford College, N. C.
Sampson, Ruth Virginia	
512 S. Mendenhall St., Greensboro, N. C.	
Tew, Henry Faison	Route 5, Goldsboro, N. C.
Thomas, Raymond Gray	King, N. C.
Turner, Mary Frances	Guilford College, N. C.
White, Allison Almon ..	Oak St., Glenwood, Greensboro, N. C.
White, Louise	Climax, N. C.
Winslow, Sydney Arthur	Belvidere, N. C.
Wolff, Julia Elizabeth	Route 7, Greensboro, N. C.

JUNIOR CLASS

Atkinson, Lois Myrtle	Guilford College, N. C.
Ballinger, Laura Ida ..	417 N. Spring St., Greensboro, N. C.
Boose, Glenn Oscar	Route 2, Winston-Salem, N. C.
Braxton, Evelyn	Snow Camp, N. C.
Chadwick, Ethel Jewell	Jamestown, N. C.
Cox, Sudie Draughon	Route 2, Princeton, N. C.
Futrell, Adalia Taylor	Woodland, N. C.

Hall, Ruby Rivers	Roseboro, N. C.
Hassell, Alma Lolene	Jamestown, N. C.
Haworth, Byron Allen	West Davis St., Burlington, N. C.
Hodgin, Annie Smith	Route 1, Guilford College, N. C.
Hodgin, Mary Eugenia	Route 1, Guilford College, N. C.
Lane, Ruth Elizabeth	Tyner, N. C.
Neece, Espie Norah	Climax, N. C.
Newlin, Ira Guthrie	Saxapahaw, N. C.
Newlin, Orlin Charles	Route 1, Saxapahaw, N. C.
Reynolds, Joshua Paul	Guilford College, N. C.
Richardson, Ethel	Route 1, Benaja, N. C.
Richardson, Lillie Myrtle	Route 1, Benaja, N. C.
Robertson, Walter Lee	132 Granite St., Mt. Airy, N. C.
Swanson, Paul R.	Wilkesboro, N. C.
Wagoner, Annie Elizabeth	Gibsonville, N. C.
Wilkins, Sallie V.	Route 1, Rose Hill, N. C.
Williams, William Waldo	East Bend, N. C.

SOPHOMORE CLASS

Ayers, Robert Dick	Summerfield, N. C.
Barnes, Marie Antoinette	Roxobel, N. C.
Beachom, Lois Ruth	Star, N. C.
Beamon, Joseph Everett	Route 6, Elizabeth City, N. C.
Benton, Mills Scott	Sunbury, N. C.
Chaffin, Pauline	Calahaln, N. C.
Chandler, Paul Thomas	Broadway, N. C.
Chappell, Mabel Leora	Tyner, N. C.
Coble, Charles Samuel	Guilford College, N. C.
Collins, Gurney Lee	Route 1, Goldsboro, N. C.
Coltrane, Paul Gray	Guilford College, N. C.
Coltrane, Raymond Field	Guilford College, N. C.
Cooke, Bessie Anne	Route 3, Kernersville, N. C.
Cox, Floyd Milton	Climax, N. C.
Cox, Joseph John	High Point, N. C.
Cude, Marjorie Gardner, 218 E. 11th St., Winston-Salem, N. C.	
Davis, Walter Ray	Yadkinville, N. C.
Davis, Winnie Elsie	Route 3, Mocksville, N. C.

Edgerton, Sara J. 37 Elmhurst Ave., Trenton, N. J.
 Ellis, Mary Lou Star, N. C.
 Farlow, Edgar Wilson Route 2, Guilford College, N. C.
 Gamble, Mattie Myray Randleman, N. C.
 Gilmore, Aileen 112 Hawkins Ave., Sanford, N. C.
 Griffin, Robert Brown Woodland, N. C.
 Hadley, Thomas McKinley Saxapahaw, N. C.
 Hammond, Leah Elizabeth Farmer, N. C.
 Hazard, Alice Blanche Union Springs, N. Y.
 Hedgecock, Esther Catherine Box 220, High Point, N. C.
 Henley, Bernice Diffie Guilford College, N. C.
 Hire, Gertrude Elizabeth Route 1, Winston-Salem, N. C.
 Hollady, Berta Rhoena

1205 Spring Garden St., Greensboro, N. C.

Horney, Ruth Anna Route 2, High Point, N. C.
 Hoyle, James Cranford Gaffney, S. C.
 Hunt, William Alden Route 3, East Bend, N. C.
 Ives, Rachel Elizabeth North Wilkesboro, N. C.
 Jassimides, Paul Christos

437 East 147th St., New York, N. Y.

Jinnette, Sarah Gertrude Route 1, Bentonville, N. C.
 Kendall, Louise Guilford, N. C.
 Kimrey, Mildred Mae Route 1, High Point, N. C.
 King, Thelma May 1717 Florida St., Greensboro, N. C.
 Levering, Elizabeth Berta Guilford College, N. C.
 McPherson, Eunice Snow Camp, N. C.
 Mackie, Walter Worth Yadkinville, N. C.
 Marshburn, Nancy Edith Guilford College, N. C.
 Mitchell, Sara Bernice King, N. C.
 Moon, Turner Francis, 2900 Montgomery Ave., Detroit, Mich.
 Moore, Daniel Stanley .. 108 Library Place, Greensboro, N. C.
 Neal, Claudia Belle Summit Ave., Walnut Cove, N. C.
 Neal, Mary Mathews Meadows, N. C.
 O'Quinn, Lillie Route 1, Star, N. C.
 Osborne, Frances Hartsell Pleasant Garden, N. C.
 Osborne, Mary Beach Guilford College, N. C.
 Owen, Kathryn Amanda 136 Pine St., Mt. Airy, N. C.

Parker, Alvin Scott	Hillcrest, High Point, N. C.
Pate, Floyd C.	Route 5, Goldsboro, N. C.
Paul, Josephine Ring	Elkin, N. C.
Pearson, Mary Newlin	Dudley, N. C.
Proctor, Rose Mae	Spring Hope, N. C.
Ragsdale, Virginia	Jamestown, N. C.
Reynolds, Margaret Kathleen	Greensboro, N. C.
Rozell, Edwin H.	Salt Point, N. Y.
Shipp, Mabel Byrdell ..	1404 E. Walnut St., Goldsboro, N. C.
Shore, Fannie Della	Route 2, Boonville, N. C.
Smith, Albert Lee	Pikeville, N. C.
Smith, Ruth	Guilford College, N. C.
Snider, David Rodolph	Tobaccoville, N. C.
Spencer, Blanche Elizabeth	Ivor, Va.
Steele, Wilmer	Kelton, Pa.
Stinson, Nell Eliza	Route 1, Goldston, N. C.
Strickland, Willie Justice	Route 2, Bailey, N. C.
Taylor, Genatus Warren	Spring Hope, N. C.
Teague, Carrie Nation	Snow Camp, N. C.
Thomas, Nellie	Route 2, Tobaccoville, N. C.
Thompson, Ilena	Snow Camp, N. C.
Trivette, Howard V.	
	1234 Patterson Ave., Winston-Salem, N. C.
Wharton, Richard Goode	Ruffin, N. C.
White, Nancy	Franklin, Va.
Wilson, Norma Belle	Pikeville, N. C.

FRESHMAN CLASS

Allen, Graham Lester	Snow Camp, N. C.
Barnes, Epp. Robert	Sims, N. C.
Beale, Josephine	Route 3, Snow Camp, N. C.
Beatty, Charles Kenneth	Route 1, Mt. Holly, N. C.
Best, Sallie Bell	Route 1, Bentonville, N. C.
Blow, Beulah Gertrude	Route 1, Rich Square, N. C.
Bond, Annie Lee	Windsor, N. C.
Bouldin, Nina Mae	Route 2, Trinity, N. C.
Braswell, Mary Elizabeth	McFarland, N. C.

Brooks, Gordon	Bonlee, N. C.
Bullard, Annie Ruth	Roseboro, N. C.
Bundy, Reuben Oscar	Jamestown, N. C.
Bundy, Ruth	Jamestown, N. C.
Butner, Mattie Lou	East Bend, N. C.
Cannon, Howard Lee, Jr.	Guilford College, N. C.
Cass, Rex Ray	Harmony, N. C.
Clinard, Lema Evans	Wallburg, N. C.
Coltrane, Leata Mae	Route 2, Guilford, College, N. C.
Coltrane, Reece A.	Guilford College, N. C.
Copeland, Mary Rhodes	Windsor, N. C.
Cox, Alexander McNeil, 1247 Randolph Ave.,	Greensboro, N. C.
Cox, Harold	Route 2, Graham, N. C.
Cox, Sarah Catherine	Clarkton, N. C.
Craig, William Howard	Route 2, Greensboro, N. C.
Dawson, Floyd Leamon	Route 4, Dunn, N. C.
Dawson, Jessie Lois	Dunn, N. C.
Denny, Harry Calvin	Route 2, Greensboro, N. C.
Edwards, Frazier McLean	Guilford College, N. C.
Farlow, Lena Gertrude	Guilford College, N. C.
Farlow, Naomi Ruth	502 Jones St., High Point, N. C.
Finch, Lucy Belle	Guilford College, N. C.
Finch, Thomas Glenn	Guilford College, N. C.
Finison, James Holt	Ramseur, N. C.
Francis, Luther Edgar	Francisco, N. C.
Futrelle, Mary Alice	203 Maple St., High Point, N. C.
Garner, Viola Mae	Climax, N. C.
Gough, Charles William	Route 3, Yadkinville, N. C.
Griffin, Hannah Jane	Woodland, N. C.
Harris, Hida	Thomasville, N. C.
Hayworth, Evelyn Elizabeth	Jamestown, N. C.
Heffner, Clifton	Maiden, N. C.
Hendrickson, George Jacob ..	Repano Ave., Gibbstown, N. J.
Hinshaw, George	Yadkinville, N. C.
Hire, Eugene Salathiel	Route 1, Winston-Salem, N. C.
Hodgin, Eugene N.	Guilford, N. C.
Hodgin, Robert Blair	Route 1, Guilford College, N. C.

Hollowell, Gertrude Azile	Route 3, Mt. Olive, N. C.
Holt, Isaac French	Route 1, Saxapahaw, N. C.
Hoots, Milo Taft	Yadkinville, N. C.
Hughes, Arthur James, 1115 Asheboro St., Greensboro, N. C.	
Hussey, Stephen Curtis	Route 1, Spies, N. C.
Hutchins, William Patterson	East Bend, N. C.
Jinnette, Isabella	Route 1, Bentonville, N. C.
Johnson, Ruby Gold	Siler City, N. C.
Jones, Jeanne Agnes ..	1316 Woodside Ave., Greenville, S. C.
Keen, Samuel M., Jr.	601 W. 24th St., Wilmington, Del.
Lane, Ina Pauline	Belvidere, N. C.
Lassiter, Mary Ellen	Rich Square, N. C.
Layton, Sherman Allen	Graham, N. C.
Leonard, Robert C.	311 Tate St., Greensboro, N. C.
Lindley, Eunice Elizabeth	Snow Camp, N. C.
McBane, Jessie Willard	Route 1, Snow Camp, N. C.
McBane, William Pauline	Route 1, Snow Camp, N. C.
McCollum, Mabel	Route 1, Madison, N. C.
McNeil, Edward Alexander	Jefferson, N. C.
Mackie, Arthur Lawrence	Guilford College, N. C.
Marshall, Reginald Spencer	Germanton, N. C.
Matthews, Dwight Vernon	Bessemer City, N. C.
May, Cecil Henry	Spring Hope, N. C.
Melvin, Howard Loyless, 1055 Asheboro St., Greensboro, N. C.	
Monroe, Emily Jane	Star, N. C.
Monroe, Lola	Star, N. C.
Moore, Edward Burrough, Jr.	Liberty, N. C.
Murphy, Leslie	Davis, N. C.
Myrick, Naomi Harrison, 1814 Norton Ave., Los Angeles, Cal.	
Neal, Annie Kate	Summit Ave., Walnut Cove, N. C.
Neese, Samuel Bryce	Graham, N. C.
Newlin, Benjamin Barclay	Route 1, Saxapahaw, N. C.
Newlin, Delmas Burton	Route 1, Saxapahaw, N. C.
Newlin, Mahlon Hale	Route 1, Saxapahaw, N. C.
Outland, Margaret Elizabeth	Woodland, N. C.
Pamperin, Franz Wilhelm .	913 Caldwell St., Greensboro, N. C.
Parrish, Vernon Ray	Caraway, N. C.

Payne, Paul Pleasant	Route 1, Guilford College, N. C.
Payne, Pearl	Route 1, Guilford College, N. C.
Pegg, Julia Aileen	Snow Camp, N. C.
Raper, Annie	High Point, N. C.
Ray, Annie Josephine	Route 1, Gibsonville, N. C.
Reece, Esther Griffith	Snow Camp, N. C.
Robertson, Charles Edwin	Guilford College, N. C.
Sears, Lochie Moss	East Bend, N. C.
Self, Loy E.	Lincolnton, N. C.
Shaw, Alvis Y.	Guilford, N. C.
Shermer, Perry Isaac	Yadkinville, N. C.
Short, Samuel Otis	Route 1, Greensboro, N. C.
Sink, Olin Ward	Route 1, Lexington, N. C.
Spivey, Currie B.	Cameron, N. C.
Stevens, Effie Gertrude	Route 4, Goldsboro, N. C.
Stout, John Harold	Guilford, N. C.
Stout, Theron Trent	Greensboro, N. C.
Stuart, Patrick M., Jr.	Guilford College, N. C.
Stuckey, Katie Pearle	Route 4, Kenly, N. C.
Tew, Wm. Alton	Route 5, Goldsboro, N. C.
Vance, Fred F.	Kernersville, N. C.
Verner, Julia Phillips	Route 1, Brevard, N. C.
Vickrey, Myra Lynette	Route 1, Greensboro, N. C.
Van der Voort, Robert	

949 N. Lincoln Ave., North Side, Pittsburgh, Pa.

Ward, Bradley Ridgeway	Elk Park, N. C.
Westmoreland, Joseph	Rural Hall, N. C.
Whisenhunt, Johnson Curtis	Claremont, N. C.
White, Charles Kenneth	Route 4, Greensboro, N. C.
White, Elizabeth Burke	Tyner, N. C.
White, Elwood Quinton	Route 1, Belvidere, N. C.
White, Herman Ray	Route 1, Elizabeth City, N. C.
Wilkinson, Kathleen Frances, 417 S. Davis Ave., Richmond, Va.	
Winslow, Lena Belle	Route 1, Belvidere, N. C.
Yates, Ruth Coffin	Guilford College, N. C.
Yelverton, George	Fremont, N. C.
Zachary, Hazel	Route 1, Snow Camp, N. C.

IRREGULAR STUDENTS

The following students have completed a four year high school or the equivalent, but have not acquired regular class standing:

Atkinson, Robert H.	Fremont, N. C.
Chan, Hugh	Canton, Kwangton, China
Duncan, Herman Franklin	Oak Ridge, N. C.
Flowers, Kate	Sims, N. C.
Hara, Tamenori	323 West 108 St., New York, N. Y.
Johnson, Galen Walter	Crossnore, N. C.
Johnson, Joseph Norman, 623 Fairmont St.,	Greensboro, N. C.
Joyner, Doris Chase	Walters, Va.
Lindley, Wade Hampton	Snow Camp, N. C.
Rabb, Wm. Moore	Lenoir, N. C.
Saunders, Virginia Mae	201 Church St., Mt. Airy, N. C.
Sherrill, Wilbur Austin	Greensboro, N. C.
Smith, Hassie Alton	Route 1, Dunn, N. C.
Tew, Doris Estelle	Route 5, Goldsboro, N. C.
Trueblood, James Percy	Hertford, N. C.
Turner, John Maurice ..	524 Guilford Ave., Greensboro, N. C.
Ward, William Alpheus	Rich Square, N. C.
White, Murray Meader ..	315 Lindsay St., High Point, N. C.

SPECIAL STUDENTS

The following students have not completed a four-year high school, but have been admitted to special work for which they seemed prepared:

Andrew, Kimber Teague	Staley, N. C.
Booker, Lorena P.	106 Virginia Ave., High Point, N. C.
Gray, Edna Susie	Guilford College, N. C.
Ireland, Dan W.	Route 6, Burlington, N. C.
Pearson, Clifton C.	Route 6, Goldsboro, N. C.
Wilson, Franklin P.	Purcellville, Va.

STUDENTS ENROLLED ONLY IN SUMMER SCHOOL

1926

Ballard, Emory Lester,

2103 Spring Garden St., Greensboro, N. C.

Blalock, Ollie Mae Guilford College, N. C.

Cohoon, Andrew Jackson Columbia, N. C.

Hodgin, Robert Blair Guilford College, N. C.

Lam, Wing Hei Richmond, Va.

Sargeant, Henry Roxboro, N. C.

Wilson, Mrs. Bessie D. Pikeville, N. C.

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GUILFORD COLLEGE

BULLETIN OF INFORMATION

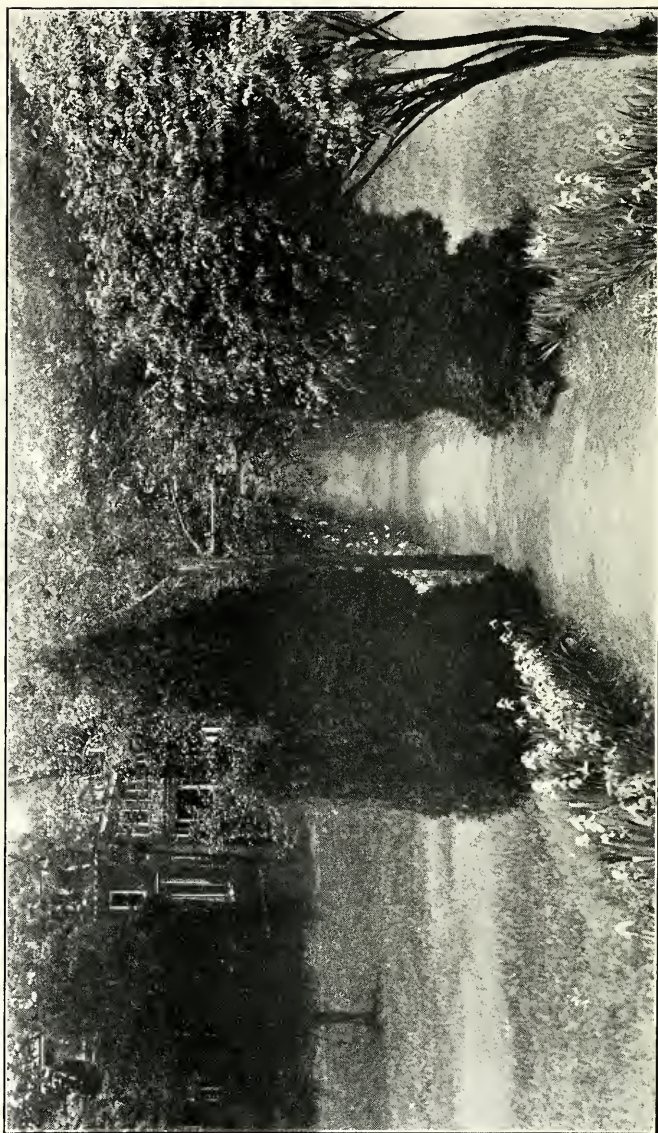
ALUMNI NUMBER

Reports of Committees

1926-1927

PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA





THE NEW GARDEN PATH



GUILFORD COLLEGE

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NORTH CAROLINA

AN OPEN LETTER

Dear Friends:

I have read with deep interest the reports to be found in the pages that follow. I have been impressed by the statistics given in the article entitled *Growing*. These figures tell a story of consistent increase in both endowment and student enrollment. Such facts should be of great interest to that alumnus who has sincerely felt that Guilford College has been decreasing in usefulness these last few years.

My friends, Guilford is entering upon one of her most successful years. The Board of Trustees has voted large sums for repairs and improvements; the athletic situation looks brighter. I have been assured that it is possible this year to bring the attendance to three hundred. We cannot accomplish this, however, unless the Alumni and friends of the institution come to the aid of the administration in making the college known to the prospective student. Let us forget our petty criticisms and become real boosters. Guilford College will advance only as we, her Alumni, support her. The reputation of the college lies in your hands. Encourage young men and women to attend our alma mater.

I believe in Guilford College.

A. K. MOORE,

President of the Alumni Association.

Greensboro, N. C.,

July 15, 1927.

GROWING

Growth is one of our most common evidences of life. Growth beyond a certain point, however, is an evidence of unhealthy conditions. Development other than increase of size is often a better indication of good health. Guilford, however, has been growing in a healthy way, as the figures below indicate:

<i>Year</i>	ENROLLMENT		<i>Total</i>
	<i>Preparatory Students</i>	<i>College Students</i>	
1909	161	106	267
1910	142	116	258
1911	120	134	254
1912	127	104	231
1913	113	128	241
1914	115	144	259
1915	124	115	239
1916	85	128	213
1917	114	113	227
1918	52	130	182
1919	64	112	176
1920	105	137	242
1921	91	149	240
1922	63	176	239
1923	58	187	245
1924	34	218	252
1925	0	286	286
1926	0	298	298
1927	0	268	268

The attendance during the past three years since the Preparatory department has been discontinued is larger by 68 than in any preceding three years, or it is approximately 9% larger than in any preceding three years. The attendance during the past year, which is the smallest of the three years, is larger than that in any year preceding 1925. The real growth of the college, however, is to be measured by the num-

ber of college students and not by the total enrollment of preparatory and college students. The number of college students during the past three years is nearly twice as large as in any three years previous to 1920. The number of college students the past year is larger than the total enrollment any year while we were admitting preparatory students.

The endowment has also been growing every year for the past eight years.

ENDOWMENT

<i>Year</i>	<i>Total</i>	
1919.....	\$182,000	
1920.....	198,000	an increase of \$ 16,000
1921.....	201,000	an increase of 3,000
1922.....	205,000	an increase of 4,000
1923.....	207,000	an increase of 2,000
1924.....	277,000	an increase of 70,000
1925.....	368,000	an increase of 91,000
1926.....	520,000	an increase of 152,000
1927.....	570,000	an increase of 50,000

The teachers' and officers' salaries have been growing. The sum of the salaries for each year is as follows:

SALARIES

<i>Year</i>	<i>Total</i>
1919.....	\$19,314
1920.....	23,755
1921.....	35,081
1922.....	31,450
1923.....	37,000
1924.....	38,000
1925.....	44,000
1926.....	48,000
1927.....	57,000

These figures are not exact, but are approximately the amount paid the teachers and officers each year indicated.

To bring about this growth has required no small effort, but it shows what may be accomplished when all co-operate.

KEEPING UP APPEARANCES

The Committee on Buildings and Grounds in conjunction with the Women's Advisory Committee is engaged just now in the task of planning repairs and improvements.

Its first concern has been the heating plant. Early this spring the boiler inspector issued the warning that the ancient boiler which has heated New Garden and Founders for the past twenty-four years was ready for the junk pile. When the information was laid before the Board of Trustees, the decision was reached that now was the time to build the first unit of the central heating plant. The Committee on Buildings and Grounds has already determined the location of the new plant and has let the contract for the excavation. The new plant will be located approximately two hundred feet below the present one and will almost be hidden behind the garage. This new plant will also house the shop and the laundry. Alongside will be a coal bunker sufficiently large to store five hundred tons of coal. The old power house will be torn down; the coal pile will be removed. This change will open up the long vista down the little valley running through the center of the campus, between Founders and New Garden. As one drives from the main entrance toward Founders, one will no longer see the coal pile and the little old power house with the unsightly smokestack, but a pleasant view of the little valley and the fields beyond.

The committee has undertaken other repairs. The third story of Founders Hall is being refloored, shower baths are being installed on the second and third floors, and all the walls are to be redecorated. The Boarding Department comes in for its share of repairs. The kitchen is to be redecorated and a new floor laid. The dining room is to be redecorated also. A refrigerating unit of a size sufficient to meet the needs of the Boarding Department has been installed.

The campus is coming in for its share of changes. The main road from the entrance is being gradually improved. The outhouses back of Founders Hall are being removed.

The old woodhouse, which has so long marred the beauty of Founders Oak, has disappeared. In its stead is a combination coal bunker, woodhouse, and garage. These new buildings will be of an architectural design similar to the garages. The wooden poles, which for so long supported the scanty lighting facilities on the campus are being replaced by metal ones.

The Advisory Committee has been untiring in its efforts toward the redecoration of Founders Hall. It has just completed the hallway and reception room on the first floor and supplied quantities of new furniture.

The class of 1927 has installed the first unit of a parkway lighting system. It has been suggested that other classes may see fit to continue this lighting system down the drive to the main entrance. It will be an improvement over the present system of overhead wires.

Every effort is being made to be ready for the Young Friends' Conference in August. Upon that occasion Guilford College will entertain some three hundred visitors from the eastern seaboard. It is a great opportunity for Guilford College to be of service to the Young Friends of the east.

HILL TURNER,
Business Manager.

Guilford College, N. C.,
July 15, 1927.

A STATEMENT OF POLICY

The Board of Trustees of Guilford College is composed of twelve members, distributed at present as follows: seven graduates, three former students, and two who have attended neither Guilford College nor New Garden Boarding School. It seems, therefore, that a majority of the members should have a keen personal interest in the development of the institution because of past associations.

Guilford College was founded with the idea that education and religion should not be separated. It is the policy of the Board of Trustees to maintain this ideal and to develop a most excellent small college; a college dedicated to the advancement of learning and to the cultivation of character; open to men and women on equal terms; a college that is not afraid of the truth; that teaches the broad culture and lays a solid foundation for life. It is not the plan of the Trustees to change Guilford into a technical institution.

Guilford College has a department of Religious Education, but there is no desire on the part of the Trustees that the college be sectarian in its teaching. It should, however, train those who wish to go into religious work in our own church.

It is the policy of the Trustees to develop the best equipment that finances will allow. But they consider that a strong faculty is of more importance than material equipment. In choosing the members of the faculty, character and personality are considered first, scholarship and teaching ability second. They wish the faculty to teach by example as well as by precept. They prefer that from one-fourth to one-third of the faculty be graduates of the college, and at least one-half of the total be members of the society of Friends. They desire that the faculty be large enough to take care of three hundred students and yet have time for study in their own departments, for independent research, and for participation in student activities.

Concerning the policy of the Trustees toward athletics, I cannot speak so definitely. Personally, I would like to see equipment and instruction sufficient to meet the requirements of all the students. I believe in mass games. The major sports in athletics have been over emphasized. In the past, a few have had to carry too much of the burden. I should like to see Physical Education made compulsory and credit given for it. An opportunity should be given each student to rectify his or her physical defects and an attitude of playing the game for sport should be developed.

Conditions have changed in college athletics in North Carolina in the past fifteen years, and it is time that old Guilfordians faced this fact. The state supported and largely endowed institutions have outgrown us and we cannot hope to compete with them successfully in the inter-collegiate contests. There is now a movement on foot to group the colleges of the State into the "Big Five" and the "Little Six." Guilford's place is at the head of the "Little Six." But her chief aim in athletics should always be to develop strong, healthy bodies and to send out men and women who are generous and modest victors, game losers and, under all circumstances, good sportsmen.

The question of finances is always the brake on the wheels of progress, and the obstacle that the Board is constantly running into. The income is now \$75,000.00 and should be at least \$100,000.00.

The program for the next ten years is:

First, increase the endowment to \$750,000.00 and make needed repairs to building and heating plant.

Second, complete King Hall.

Third, build gymnasium.

Fourth, raise the endowment to one million dollars.

All this and more must be done by 1937 when we have our centennial celebration.

D. RALPH PARKER.

High Point, N. C.,
July 15, 1927.

ALUMNI OFFICERS AND COMMITTEES 1927-1928

OFFICERS

President

A. K. Moore, Greensboro, N. C.

Vice-President

Hugh W. Moore, 524 W. 2nd St., Winston-Salem, N. C.

Secretary

N. Era Lasley, Guilford College, N. C.

Assistant Secretary

L. Lyndon Williams, Guilford College, N. C.

COMMITTEES

Executive Committee—N. Rush Hodgkin, Chairman, term expires 1930; Edgar H. McBane, term expires 1928; H. Sinclair Williams, term expires 1928; Mary M. Petty, term expires 1929; John B. Woosley, term expires 1929; Walter E. Blair, term expires 1930.

Trustees of Loan Fund—Laura D. Worth, Chairman, term expires 1933; J. Hal Lassiter, term expires 1929; N. Era Lasley, term expires 1931.

Committee on College Policy and Endowment—Clifford Frazier, Chairman; Richard J. M. Hobbs, C. C. Smithdeal, D. Ralph Parker, Flora White Edwards.

Christian Work Committee—Hugh W. Moore, Chairman; Clara I. Cox, Joseph H. Peele.

Athletic Committee—Algie I. Newlin, Chairman; Edgar H. McBane, Norman Fox, Benbow Jones.

Publicity Committee—Harvey Dinkins, Chairman; John Webb Cannon, Maie Hollady, Robert Frazier, Robert Marshall, E. C. Perisho.

Literary Committee—N. Era Lasley, Chairman; Robert Marshall, Katharine Shields.

Campus Committee—Paul C. Lindley, Chairman; Henry Davis, Elizabeth Yates.

Reception Committee—Laura D. Worth, Chairman; Katharine Campbell White, Marianna White Johnson, Mabel Robertson, W. Herbert Howard.

Auditing Committee—J. Hal Lassiter, Chairman; Fred H. Morris, Terry D. Sharpe.

MINUTES OF ANNUAL MEETING

The Guilford College Alumni Association met in Memorial Hall at 7:30 o'clock Saturday evening, June 4, 1927. The meeting was called to order by the president, John B. Woosley. The secretary called the roll by classes, revealing a large attendance.

After the reading of the minutes of the meeting held June 7, 1926, Paul Nunn ushered in the members of the graduating class. Following a short speech of welcome by President Woosley, the secretary read the names of the members of the class, giving the degree and home address of each member. The secretary also read a short statement of what each member was planning to do next year.

The treasurer's report, mimeographed copies of which had been distributed at the opening of the meeting, was accepted. The report of the Executive Committee was also accepted.

Byron Haworth, a member of the junior class, who had had charge of the news service bureau since its establishment in the fall of 1926, read a very interesting report of what had been done to keep Guilford College before the public. The association was very much pleased with the splendid work done by Mr. Haworth and his assistants, and Richard Hobbs, D. Ralph Parker, A. K. Moore and H. Sinclair Williams made short speeches of appreciation of the service rendered.

The Treasurer reported that \$93.50 had been contributed by members of the association to help carry on the work of

publicity, and that an additional amount of \$150.00 was needed to defray the expenses of the news service bureau for the past year. Some members thought that donations to meet the remainder of the expenses should be called for at this time. Those who were interested in making contributions were asked to see the treasurer at the close of the meeting. Pledges and contributions amounting to \$43.00 were made at this time. The suggestion was made that copies of Byron Haworth's report be mailed to the members of the association and additional contributions asked for.

Joseph H. Peele read a very fitting memorial for Walter H. Mendenhall, a member of the class of 1895, who passed away January 13, 1927. The secretary was instructed to have this memorial printed in the Alumni Bulletin.

President Woosley stated that this year the executive committee had changed Alumni Day from Monday to Saturday of commencement week as an experiment. The motion was carried that this plan be continued for another year.

The committee on college ring, composed of members of the faculty and student body, sent a communication to this meeting stating that there was dissatisfaction among the students in regard to the present college ring, and asked that a committee of five members be appointed with power to act for the alumni association in case two-thirds of the student body, two-thirds of the faculty and the executive committee of the faculty saw fit to make any change in the design of the ring. Paul Reynolds, representing the students, attended the meeting and explained the objections to the ring. A very enthusiastic discussion followed. The motion was made and seconded that a committee be appointed in accordance with the request of the committee on college ring. After voting, however, it was found that one additional vote was necessary to carry the motion. Consequently, the committee was not appointed and the college ring will remain the same during the year 1927-1928.

D. Ralph Parker, an alumni representative on the board of trustees, gave a forceful talk, outlining the policy of the

trustees for the next ten years. On suggestion of Hardy A. Carroll and H. Sinclair Williams, a rising vote of thanks was given the trustees for the excellent work they are doing in making Guilford College an ideal small Christian college.

Members of the association expressed their appreciation of the 1927 Quaker and a rising vote of thanks was extended to the Quaker staff for their good work.

A. K. Moore was installed as president of the association for the coming year. After a short speech by the new president, the meeting adjourned to attend a reception in the Library honoring the graduating class. The classes of 1909 and 1914, the two classes having the largest attendance at the meeting, were asked to escort the members of the graduating class to the Library.

ERA LASLEY, *Secretary.*

REPORT OF THE PRESIDENT

In submitting the report of the president for the year ending June 4, 1927, I would like to summarize very briefly the activities of the executive staff. The usual routine duties have been performed more or less circumspectly and the organization has been maintained with sufficient effectiveness to meet the demands made upon it during the past year. Perhaps special mention should be made of the fact that the association co-operated with the Yearly Meeting in bringing Professor Elihu Grant, of Haverford College, to the college to deliver the annual educational address at the Yearly Meeting last August. His presence in North Carolina meant much to the college and to the Society of Friends.

Immediately after election, the executive staff, the president, and the executive committee, turned their attention to the problems of the college which seemed most pressing. It will be recalled that these problems along with the recent achievements of the college were succinctly stated by President Binford in his address to the alumni in June, 1926. With

him we rejoiced in the achievements of the past ten years, and with him also we essayed to share some of the responsibility for the solution of the problems now facing the college. These opportunities for enlarged service were outlined in the last issue of the Alumni Bulletin and need not be repeated here. Suffice it to say that to grasp them, Guilford must have increased moral and financial support from her friends and alumni. Just what could the present alumni administrative staff do in this situation?

The president called the executive committee into session to consider carefully the following propositions:

(1) Is it advisable at this time to assist in a drive for funds for Guilford—

(2) Or, is it desirable to concentrate our attention on the "preparation of the soil" for a later drive?

(3) In the event of a drive, just what can the executive staff do—

(4) Or, in the event of a period of germination, just what steps shall this staff take?

For reasons which need not be chronicled here, it was decided that a drive for funds would be unwise at this time. It was felt, however, that the time was ripe for some effective work in educational publicity to make Guilford better known to our state. To this task the staff set itself and in conjunction with the college authorities the News Bureau was organized and began to function. Active support for this organization was sought from the members of the association in a letter which called on them to aid the effort in the following ways:

(1) To encourage local newspapers in the use of Guilford news matter furnished them by the bureau.

(2) To help defray the expenses incident to an effective news service.

(3) To make suggestions looking toward the improvement of the service from time to time.

The results attained by the news bureau were excellently stated by its chief, Byron Haworth, to the alumni in their

meeting at commencement, and I should like to call the attention of the reader to the report of the publicity committee herein contained which summarizes the work accomplished. The bureau, it will be observed, carried on most acceptably, but the president regrets to report that the support accorded by the alumni was not in keeping with the services rendered. I should like to express emphatically the opinion that this type of work is of inestimable importance to the college; and the alumni, individually and collectively, should give it their active support. It is hoped that the enthusiasm manifested at the meeting of the association will be productive of more faithful allegiance to this noteworthy movement.

I need not, I think, survey the other work of the association during the past year. The reader will find these activities covered in the reports of the various committees to which I cordially call your attention. I should like, however, to mention one change which the retiring administration inaugurated, namely, the change in Alumni day from Monday of commencement week to Saturday of that week. In arbitrarily undertaking the experiment it was urged that a much larger number of alumni would be free to attend the meeting on Saturday than on Monday. The action of the staff was unanimously approved by the association in its recent meeting and it was ordered to continue the Saturday meeting for another year. It is to be hoped that the Alumni day can be made into a real home-coming event and that a larger and ever larger group will make at least one annual pilgrimage to the sacred old shrine of our youth.

Respectfully submitted,

JOHN B. WOOSLEY,

President Alumni Association, 1926-1927.

REPORT OF EXECUTIVE COMMITTEE

During the past year the executive committee has given considerable thought to ways and means by which the alumni and former students of the college could serve the alumni association and Guilford College at large. As a result of this study of the situation, it was decided to establish a news service bureau, which was suggested by Professor F. Hill Turner, and private subscriptions were asked for to furnish finances for the expense of this service. The main object of this service was to furnish news items of college activities concerning individuals of the college in the home papers of the students, besides the broad scope of news of a more general interest. There have been splendid results from this service, and the committee should like to see this phase of work supported better and enlarged upon.

The Guilfordian was sent free to all graduates for the first month or two of the school year inviting the graduates to become active members of the association.

The committee has sponsored the revival of the Guilford College clubs throughout the state with the following suggestions:

A. That each of these clubs hold at least two meetings each year, one in the fall and one in the spring.

B. That a certain college event or organization be the occasion for one of these meetings. Example—dinner in honor of the football team or other athletic teams, reception for the glee club after program given by the club.

C. That a visit of some member of the faculty of the college be the occasion for a second meeting.

D. That each club furnish to the Guilfordian news items concerning its members.

Plans were made for classes graduating from 1907 to 1916 to have reunions on Alumni day.

Alumni day has been changed from Monday of commencement week to Saturday. It was thought that by making this

change a greater number of alumni would be able to visit the college on Alumni day.

The entrance of Guilford College into the Southern Association of Colleges marks one of the great milestones of progress in the life of the institution. President Raymond Binford and his co-workers are due great credit for having brought about this achievement.

The following ballot was prepared and mailed to all alumni and to a large number of old students eligible for membership in the association:

President:

A. K. Moore
E. P. Dixon

Vice-President:

Hugh Moore
W. Alpheus White, Jr.

Trustee of Loan Fund:

Laura D. Worth
David J. White

Executive Committee:

Anna Mendenhall
N. Rush Hodgkin
Olive Smith
Walter E. Blair

The ballot has been canvassed and the following were elected:

President, A. K. Moore; *vice-president*, Hugh Moore; *trustee of loan fund*, Laura D. Worth; *executive committee*, N. Rush Hodgkin, Walter E. Blair.

Respectfully submitted, for the committee,

C. C. SMITHDEAL, *Chairman*.

THE GUILFORD COLLEGE NEWS SERVICE

The Guilford College news service was organized and began active work on November 28, 1926, in response to a general request on the part of the alumni of Guilford College to see more of the news from their alma mater circulated in the various newspapers of the state. Before this time the news had reached only four papers: namely, the Greensboro Daily News, the Raleigh News and Observer, the Winston-Salem Journal, and the Charlotte Observer, and was sent out by a correspondent for these various publications. As the correspondents kept no record of the copy they sent out, it will be impossible in this report to make any comparison as to the amount of copy furnished before and after the news service was organized. Since November 28, 1926, however, a strict record has been kept of every inch that has been sent out by the news service, and a record has also been kept of every inch that has been used by the Greensboro Daily News. Two hundred and ten news articles have been sent out, averaging thirteen inches a day. Practically 2,000 inches have been printed in the Greensboro Daily News since November 28. This same material was sent to an average of seven papers, and judging from the other papers observed, it seems that these publications used practically as much of the copy as did the Greensboro News. It would be conservative to say that these other six papers used at least three-fourths as much as did the Daily News, and figuring on this basis, over 11,000 inches of Guilford news have appeared in the various state publications since the organization of the news service. Presenting something comparable, 2,000 inches practically would fill eleven solid pages of the Greensboro Daily News leaving out all advertisements. This publication charges \$1.50 an inch for straight reading matter advertising. At this rate the material sent out by the news service in six months would be worth \$18,000, or \$36,000 per year. This again is a very conservative estimate as there is no way of estimating the num-

ber of papers which use the Associated Press and the International News dispatches, the contents of which are furnished by the Guilford College news service.

A new system went into effect with the organization of the news service which should not be overlooked in this report. Besides the various daily papers the county papers have been used extensively. Every time a student distinguishes himself or herself, whether it be of major or minor importance, a news article with the name of the student marked with a red pencil, is sent to the home town or county paper. It has been observed that even some of the minor honors have been given the prominence of the first page first column.

The number of copies made of each article is determined by two factors: first, the news value, and second, the publicity value for the college. As many as fifty copies have been made of several of the articles. By careful observance it is possible to determine fairly accurately the kind of material each individual editor likes to use. This has been done and practically every article that leaves the Guilford news service finds a place in the state press.

Every available opportunity has been used this year to get the story of Guilford before the public in pictures. Between twenty and twenty-five feature articles have also been used.

The director of the news service has made use of students who are interested in newspaper work and a regular news staff is constantly writing and looking for news. Every article goes through the hands of the news director, who reads and approves each one before being broadcast over the state. By using such a system more news can be sent out and the training received by the student reporters is very valuable.

The efforts of the news service have not been extended without appreciation. Especially glad are the county papers to get Guilford College news, and after all, this is probably where it does the most good. The letter that follows, written by Aubrey Shackell, publisher of the Hertford News, is typical

of the letters received from editors of the smaller publications that are unable to employ correspondents.

“Dear Mr. Haworth:

Thanks for your articles concerning local boys and girls who are in school at Guilford College. I have used practically every article that I have had the good fortune to receive from you. Belvidere and Hertford being Guilford College communities, I feel that I do the right thing when I boost their college as much as possible.

Although my paper is small and I have to keep the long articles down, still I want you to know that I thoroughly appreciate your service and will be glad to use what you send us.

I am placing you on my mailing list, and trust that I may receive more material from you. I like it.

Very truly yours,

AUBREY SHACKELL,

Publisher of Hertford News.”

This closes the report of the Guilford College news service made out and submitted to the publicity committee of the Guilford College Alumni Association on June 3, 1927, by

BYRON A. HAWORTH,

Director of Guilford College News Service.

REPORT OF THE ATHLETIC COMMITTEE

This year's report on athletics at Guilford is perhaps very similar to many that have been made for previous years. Guilford's teams have not been successful in the matter of winning games, but have claimed several moral victories, according to the accounts given out by *The Guilfordian*.

In football a decided improvement was shown, due to the enrollment of several freshmen who had seen service on some

good high school teams prior to this year. The Thanksgiving game at Elon was a decisive victory and one that we had been hoping for for several years. Guilford won the game with Catawba College and played close games with the other members of the "Little Five".

The basketball season was a continuous record of defeats, but the team played cleanly and fought hard throughout. The squad was seriously weakened by loss of star players who were undergraduates from last year's team and decided to cast their lot elsewhere. We hope to have a much better year next year when our "Freshman Team" of this past year will enter the court with the advantage of a year's experience.

Baseball has run rather true to form with some brilliant victories over strong teams and some disastrous defeats at the hands of some apparently weaker ones. Our team, as in basketball, was badly handicapped on account of losses from last year's squad, but had more good material from the freshman class.

One phase of athletic work that comes in for special commendation this year is track. Under the coaching of Dr. Ott, Guilford put out a very good team as was evidenced by victories over High Point and Catawba Colleges and by registering some winning places in the state meet at Greensboro. We shall look forward to more good seasons in this department of athletics in the future.

This committee feels that there are two situations that must be met before Guilford can really show herself as she is due to be in the realm of North Carolina college athletics. One is that too few experienced athletes from North Carolina high schools are enrolled each year in the freshman class and too many athletes leave the college before graduation. We feel that the alumni and old students can help out considerably in helping to remove these handicaps. The athletic committee of the alumni will be glad to receive suggestions at any time from any one on the general subject of Guilford's athletic program for the future and will endeavor to serve as a

medium between the college and the alumni and old students in the promotion of more and better athletics, either inter-collegiate or intra-mural, at Guilford.

On behalf of committee,

E. H. MCBANE, *Chairman.*

THE COMMITTEE ON COLLEGE POLICY AND ENDOWMENT

The committee on college policy and endowment wishes to report that it has carried on during the year in a more or less routine way. It was not called upon by the administration to meet any exceptional or unusual problems, but support was given the administration in the matters referred to it during the past year. Active aid was given the executive committee in its effort to support the news bureau with its scheme for increased publicity.

Upon one occasion the committee was invited by the college administration to sit in session with the Board of Trustees and Advisory Board. At this time individual members of the committee expressed their appreciation of the college authorities in maintaining high standards of scholarship. Cordial support was pledged the trustees in their efforts to increase the effectiveness of the college along all lines.

Respectfully submitted,

COMMITTEE ON COLLEGE POLICY AND ENDOWMENT.

REPORT OF CHRISTIAN WORK COMMITTEE

Perhaps the outstanding event in the field of religion at Guilford College the past year was a special series of meetings conducted by Lewis W. McFarland. Forty decisions for Christ were made, and a number of the students expressed themselves as desiring to enter definite Christian service. As a result of this spiritual awakening, Gospel Teams were organ-

ized, the teams being composed of fifteen young men and eight young women. This movement has been the means of leading the college students into active Christian service. The teams made twelve visits during the year and were everywhere cordially received.

Another outstanding event of religious character was the School of Missions, held at Guilford College in the spring. The Young Men's and the Young Women's Christian Associations co-operated with other organizations in the conducting of the school.

The Young Men's Christian Association had a membership of forty-seven the past year. Three regular Bible classes were conducted, and also forums on foreign missions, race relations, and peace. Six students intend to enter the ministry.

The Young Women's Christian Association has had a membership of seventy. Perhaps the outstanding work of this organization has been the starting of a building fund in order to provide an attractive place of worship for the young women. Four hundred dollars have been secured as a nucleus. This sum is to be loaned to the college and may be withdrawn at any time within a year's notice. It is hoped that each succeeding association cabinet may see fit to add the sum of one hundred dollars each year until a sufficient amount has been secured either to build or equip a hall for the association.

The Bible study committee of the two associations has conducted during the past year a very successful college Sunday school. Discussion groups have added greatly to the interest and value of the school. The associations have co-operated in the work of the community Christian Endeavor Society.

It is hoped that members of the Alumni Association will take occasion to give what encouragement lies within their ability to the work of the associations and other Christian activities at the college.

Respectfully submitted,

CLARA I. COX, *Chairman.*

REPORT OF LITERARY COMMITTEE

As a result of the work of Dr. Perisho and representatives of other colleges of the state, the State Intercollegiate Forensic Association was organized during the past year. The need for such an organization had been felt for several years, and in the spring of 1926 Dr. Perisho was authorized to call a conference of representatives of the colleges of the state to discuss the advisability of forming such an organization. At this conference, which was held at Guilford College on November 26, 1926, seven institutions were represented and three others sent letters approving the idea and stating that they wished to become members of the organization to be formed.

Under the direction of this association, one state contest is held each year to which each member has a right to send a representative. This organization also plans the programs for the intercollegiate debates. During the past year Guilford College debated High Point College and Lenoir-Rhyne College.

The lyceum numbers for 1926-27 have been of a high order. The first number was a concert by the Russian Cossack Chorus; the second, an address on Shakespearean actors by Frederick Ward; the third, a lecture on Russia by Madame Pierre Bonafidine; the fourth, a costume recital by Susanne Keener of the Metropolitan Opera Company; and the fifth was a lecture on creative chemistry by Dr. Edwin Slosson.

The dramatic council presented two plays during the past year, "Seven Keys to Baldpate" and "Grumpy." Stanley Moore and Olin Sink were among the outstanding actors in these plays.

It is a part of the work of the literary committee to furnish to the Guilfordian each week notes of interest concerning the members of the alumni association. Alumni notes have appeared in the Guilfordian from time to time, but not in every issue. Some of the notes that were sent in were not printed.

Byron Haworth, editor-in-chief of the *Guilfordian* for the spring semester 1925-26 and the fall semester 1926-27, was president of the State Intercollegiate Press Association for the past year. He was recognized as one of the best editors the college paper has yet had and was quite successful as president of the State Intercollegiate Press Association.

Scholarships, prizes and honors have been awarded during 1926-1927 as follows:

Haverford Scholarship of \$600.00, Henry Tew, '27.

Haverford Scholarship of \$600.00, Theodore Doub, '27.

Haverford Scholarship of \$600.00, Edward Holder, '25.

Bryn Mawr Scholarship of \$400.00, Julia Wolff, '27.

Marvin Hardin Scholarship, Nell Stinson.

Websterian Orator's Prize, Gurney Collins.

Websterian Improvement Prize, Bradley Ward.

Websterian Consistency Prize, Paul Jassimides.

Philomathean Orator's Prize, Elizabeth Braswell.

Philomathean Improvement Prize, Gertrude Blow.

Henry Clay Orator's Prize, Waldo Williams.

Henry Clay Improvement Prize, Luther Francis.

Zatasian Orator's Prize, Lorena Booker.

Zatasian Improvement Prize, Mabel McCollum.

Peace Prize, Paul Swanson.

Wm. Overman Athletic Prize of \$15.00, Franz Pamperin.

The following members of the freshman class were awarded "Honors":

Eugene Hire, Mary Ellen Lassiter, Robert Van der Voort, Julia Verner.

Respectfully submitted,

ERA LASLEY, *Chairman.*

REPORT OF TRUSTEES OF LOAN FUND 1926-1927

1926-1927

Receipts

6- 7-26	Balance in bank	\$533.26	
6- 7-26	Everett McBane (note)	50.00	
6- 7-26	Everett McBane (interest)	6.00	
6- 7-26	William Wolff (note)	65.00	
6- 7-26	William Wolff (interest)	3.90	
6-22-26	Ethel Watkins (interest)	6.00	
6-17-26	Katie Lambeth (interest)	12.00	
7- 9-26	R. L. Landis (interest)	3.00	
6- 7-26	John O. Reynolds (interest) ..	12.00	
3-17-27	J. Wesley Frazier (interest)	12.00	
4- 1-27	Interest on bank deposit	23.62	\$720.78
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6- 7-27	Cash on hand, Katie Lambeth..	12.00	
6 -7-27	Cash on hand, Ethel Watkins ..	6.00	18.00
<hr/>			
Total			\$738.78

Disbursements

9-13-26	Loan to Paul Reynolds	\$ 25.00	
10- 8-26	Loan to Paul Reynolds	25.00	
9-12-26	Loan to Mary F. Turner	40.00	
12- 1-26	Loan to Mary F. Turner	60.00	
9-14-26	Loan to Henry Tew	60.00	
10-18-26	Loan to Henry Tew	40.00	
9-14-26	Loan to Annie M. Newlin	25.00	
1-20-27	Loan to Annie M. Newlin	75.00	\$350.00
<hr/>			
Balance in bank		370.78	
Cash on hand		18.00	388.78
<hr/>			
Total			\$738.78

Assets

Cash in bank	\$ 370.78
Cash on hand	18.00
Notes Receivable	1,196.37

Total Assets	\$1,585.15
Contingent bal. (note receivable)	40.00

Total\$1,625.15

Signed: LAURA D. WORTH, *Treasurer.*

Approved and found correct, 6-24-27,

J. HAL LASSITER,

T. D. SHARPE,

FRED H. MORRIS, *Auditing Committee.*

REPORT OF TREASURER, 1926-1927

1926-1927

Receipts

6- 7-1926	Cash on hand	\$132.33
	Received from fees for 1926-	
	27 since June 7	39.00
6- 2-1927	Received from fees for 1927-28	315.00
5-23-1927	Received from life membership	25.00
3-11-1927	Received from Publicity Fund	
	for envelopes	5.50
7- 1-1926	Received from interest .....	.43
10- 1-1926	Received from interest .....	.79
1- 1-1927	Received from interest57
4- 1-1927	Received from interest67

Total receipts	\$519.29
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Disbursements

6- 9-1926	Paid Miss Gainey for one-half cost of printing 1925 Alumni Bulletin	43.20	
6- 9-1926	Paid Mrs. David White for refreshments for reception on June 7	8.86	
6-11-1926	Paid H. N. Williard for expense in helping collect alumni fees in High Point	4.00	
6-15-1926	Paid secretary for work	25.00	
9-28-1926	Paid on Expense of Mr. Grant to Yearly Meeting	25.00	
3-22-1927	Paid R. E. Hodgin for 1500 envelopes	32.97	
4-19-1927	Paid R. E. Hodgin for stamps	3.00	
4-30-1927	Paid Scott Benton, manager of Guilfordian, for 1925-26 subscriptions	100.00	
5-14-1927	Paid Golden Rule Press for printing 2000 ballots	5.60	
5-24-1927	Paid for stationery for invitations to seniors and faculty..	1.00	
5-25-1927	Paid for 100 post cards	1.00	
5-27-1927	Paid to Kendall Printing Co. for printing 100 folders.....	22.45	
5-27-1927	Paid to Scott Benton, balance on Guilfordian	65.30	
Total disbursements			337.38
6- 2-1927	Cash in bank	121.91	
6- 2-1927	Cash on hand	60.00	181.91
Total			\$519.29

ERA LASLEY, *Treasurer.*

Audited and found correct: June 4, 1927,

J. HAL LASSITER,

T. D. SHARPE,

FRED H. MORRIS, *Auditing Committee.*

A TRIBUTE

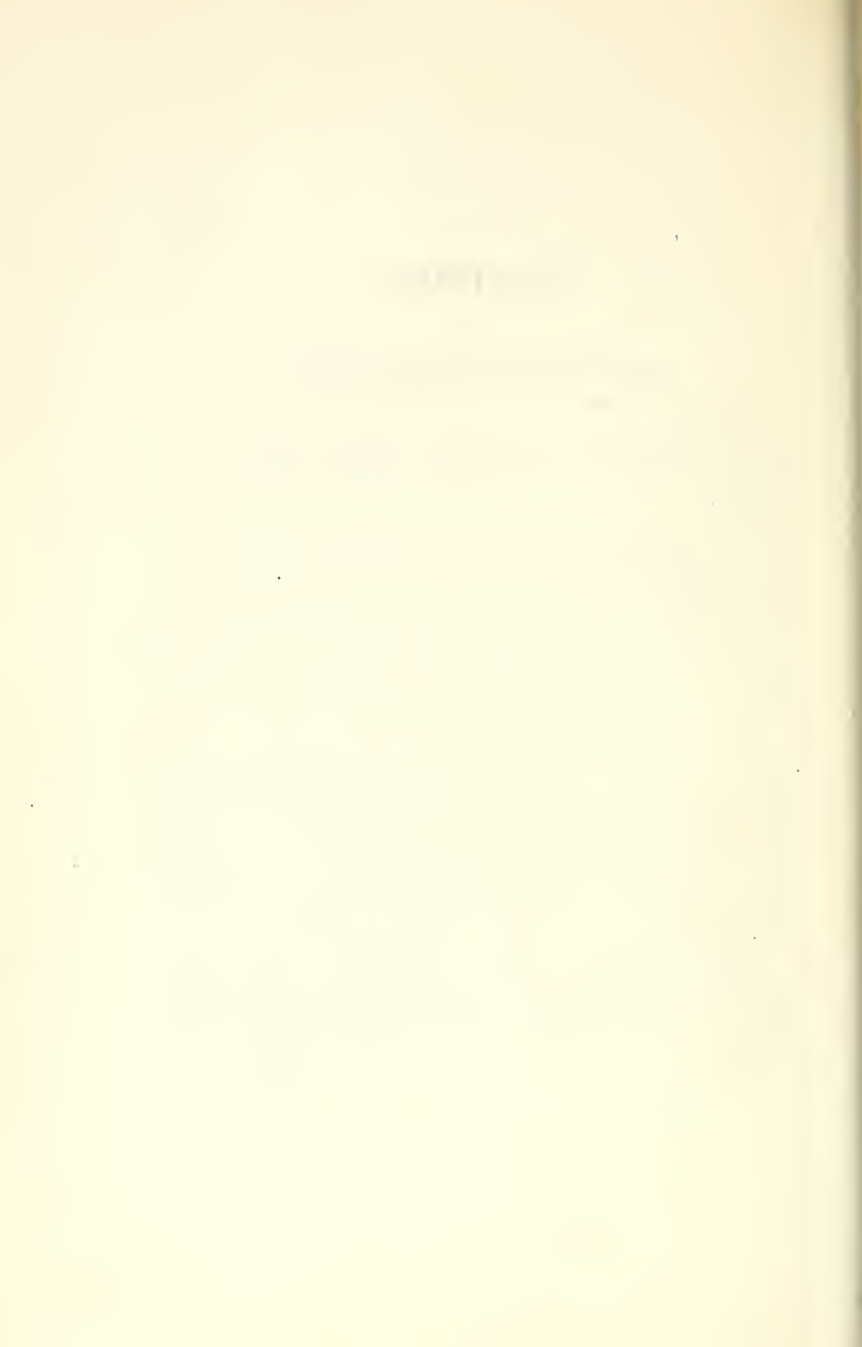
WALTER HILL MENDENHALL

Associated with the memories of Elihu E. Mendenhall, his revered grandfather, and of Mary E. M. Davis, his much loved aunt, Walter Hill Mendenhall is among Guilford's honored dead.

Well born, he was bred to noble things. As boys know boys, we knew him and instinctively respected the man growing within him. There were reserves of character and wisdom in this quiet, genial boy who loved fun but never folly, and who sensed the worth of the true and the useful. Too sensible even in those days to admire parade, he went forth with the class of 1895 to do solid work and to make for himself a name that needs no decorations.

He earned and held the confidence of his fellow business men with whom he dealt in most vital ways as banker, confidant, and adviser. The handling of money was to him the opportunity for Christian service. The poor, as well as the rich, found in his office a banker interested in their cause. Often he became to them as the shadow of a great rock in a weary land. He made it his business to minister, not to be ministered unto.

Nearly fifty years of age at his death, he had fixed his character and his face, a face that ought to be a permanent part of Guilford's wealth, too fine to be allowed to be forgotten.





Vol. XX, No. 3

August, 1927



GUILFORD COLLEGE

BULLETIN OF INFORMATION

PRESIDENT'S REPORT

PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

FOREWORD

In August, 1837, ninety years previous to the date of this report, New Garden Boarding School began its first session with twenty-five boys and twenty-five girls. As we begin the *last decade* of the first one hundred years, our minds naturally look forward to that date when we will celebrate our *one hundredth anniversary*.

The beginning of the *ninth decade* found us in the throes of the world war, and the beginning of a financial revolution which seriously threatened the life of the college. Thirty percent of the students were in the preparatory department and the college was burdened with a serious debt. The work of the eighth decade was, therefore, the task of refinancing the college and raising it to a strictly college basis. The story of that achievement is written in our reports of the past ten years. The friends of the college in its eighth decade saved it and standardized it, but at the cost of a serious neglect of physical equipment. The task of the ninth decade, therefore, is to make extensive improvements in our equipment and to increase our endowment to meet the rapidly rising standards of higher education in the state of North Carolina.

The following report sets forth the program for the tenth decade which we hope our friends will carefully consider.

Since this report was written in August, our anticipation of an increased enrollment has been realized. The enrollment exceeds by eleven any previous enrollment during the first semester and amounts to 291, 149 women and 142 men. The spirit pervading the college community and the enthusiasm for the work of the year is very gratifying.

THE THIRTY-NINTH ANNUAL REPORT OF THE PRESIDENT TO THE BOARD OF TRUSTEES OF GUILFORD COLLEGE

It is interesting to contemplate the make up of a college community, to think of the young men and women coming in from all over the country, bearing with them the tender affection and fond hopes of parents, bearing in their hearts also their own high purposes and strong determinations. They come from very different homes. They have been very differently trained. They have reacted differently to authority or to the lack of authority. They have selfish interests and desires. They have pretty well fixed habits. They are battling for self-mastery and self-expression, but do not know the way. They are anxious for achievement but are not seasoned by mature judgment. Now think of these people thrust into a crowded dormitory. Can you imagine how trying and even painful at times the adjustments to the new environment are? Can you not see that there will be intense conflicts of ideas and desires; that there will be times of bitter criticism of one another and of the whole situation in which they find themselves? It is impossible to avoid strife and confusion at times. Young lives have been torn away from all that is easy and dear and thrust into things that are hard and unknown. These times of strife and criticism in the college life offer the teacher his greatest opportunities for training young people in solving life's problems. Out of these conflicts come the greatest, most precious and enduring friendships. They sometimes leave some wounded spirits, I am sorry to say, but on the other hand, they produce greatness of character and develop men and women capable of wider and more powerful sympathies. We have had some such hard struggles at Guilford this past year, and we believe some fine victories have been won and men have learned some new lessons of life.

Three other achievements of the year should here be recorded. The first is membership in the Association of Colleges and Secondary Schools of the Southern States. The second is completion of the financial campaign started in 1922. The third is the formation of a group of volunteer Christian workers.

Standardization

In the closing section of our report one year ago we called attention to the progressive movement for standardization in American education. We noted the persistent inquiry concerning the rating of Guilford College with the accrediting agencies of the country. We

urged the importance of securing recognition by the Association of Colleges and Secondary Schools of the Southern States. That query concerning the standing of Guilford can now be answered with confidence and assurance. The college has been admitted to membership in the Association of Colleges and Secondary Schools of the Southern States. Guilford College is ranked on a par with the ten best of the thirty or more colleges in North Carolina. We may now be placed on the list of approved colleges by the American Medical Association, thus entitling our students to admission to any of the medical schools in America. This gives national recognition to our work and assures our graduates full credit for their work in the universities of the United States and of foreign countries.

This new achievement has not only placed Guilford on a par with her sister institutions, but it has established a new confidence on the part of our own young people, which is manifested by the fact that an unusually large proportion of the students are planning to continue their work at the college next year. It appears that the senior class will be the largest in the history of the college. The junior class will be some thirty per cent larger than ever before. Present indications also suggest that the enrollment this fall will surpass previous records. Students from other states are becoming more interested in coming to Guilford College. This new recognition of the college makes it easier to secure strong men and women for our faculty. Teachers prefer to work in a college with a recognized standing. A large number of inquiries have been received concerning vacancies in the teaching staff. In many other ways a new recognition of the work and standing of the college has been manifested. There is evidence of a greater appreciation of the quality of our work. One county superintendent of public instruction, who is very exacting in the character requirements of his teachers, is using an increasing number of Guilford graduates. Another county superintendent, who had not until recently been using Guilford students, is now taking all he can get. He says they are teachable and therefore fine people to work with. One can hardly overestimate the far reaching effect of securing membership in the standardizing organizations of the country.

Financial Progress

When we compare the total assets as shown in the treasurer's report in 1918 with those shown in 1927, we get some appreciation of the financial campaign which has been completed during the past year. In 1918 the total assets were \$435,826.18. In 1927 they are \$950,066.56.

In other words, the assets have been more than doubled in the past nine years. During the past year \$50,000 have been added to the endowment if we count the personal notes given in payment of pledges. During our last financial campaign over \$450,000 were secured in pledges at a cost of about two and one-half per cent. Ninety-four per cent of the amount subscribed has been collected.

Religious Service

I have mentioned the formation of volunteer groups of Christian workers as one of the outstanding events of the year. Following the series of meetings held at Guilford College meeting house last fall by Lewis W. McFarland, about forty-five young men and women volunteered to go, in teams, to hold religious meetings. In this response to the call of the church, in the deep concern these young people have for advancing the kingdom of God, I can see great possibilities. It fosters the spirit of cooperation, it brings our college young people into touch with our various local meetings, it brings out the talents of the young people and develops greater Christian fellowship. It reacts on the life of the college, giving it a finer spiritual atmosphere. If such work can be perpetuated it will produce in a few years a large body of well trained Christian leaders for our church.

Guilford College has always recognized the debt it owes to the church. We desire in every possible way to serve and forward the work of North Carolina Yearly Meeting. We can, without becoming sectarian, do a great deal in the way of training young men and women for religious work. There were eight students at the college during the past year who were definitely preparing themselves for the ministry and several others who were looking forward to other phases of definite Christian work.

Attendance

The enrollment for the past year is as follows:

Number of men	132
Number of women	136
<hr/>	
Total enrollment	268
Number of boarding students	223
Number of day students	45
Number of Friends	115

The enrollment during the past year has been less than in 1925-26, but is larger than in any year previous to 1924-25. The decrease was

principally in the girls in Founders Hall. An effort is being made to increase the attractiveness of this building and the life within it so that the girls who are able to pay the charges there will be disposed to come to Guilford College. Two other factors have contributed to this reduction in attendance. The principal one is the elimination of the number of students who are not doing satisfactory work, and the other is a considerable increase in the charges which was necessary to meet the new standards of instruction. It may be interesting to many of our Friends to observe the attendance at the college for the past 20 years.

	Preparatory Students	College Students	Total
1908	158	92	250
1909	161	106	267
1910	142	116	258
1911	120	134	254
1912	127	104	231
1913	113	128	241
1914	115	144	259
1915	124	115	239
1916	85	128	213
1917	114	113	227
1918	52	130	182
1919	64	112	176
1920	105	137	242
1921	91	149	240
1922	63	176	239
1923	58	187	245
1924	34	218	252
1925	00	286	286
1926	00	298	298
1927	00	268	268

Although there has been no enlargement of the college plant the enrollment during the last three years is much larger than in any previous three years. A study of the growth of the college is to be found in the enrollment of college students, which during the past three years has been nearly twice as large as in any previous three. The number of college students in the past year is greater than the total enrollment at any time when we were admitting preparatory students.

Distribution of Students in the Departments

It will be interesting to observe the distribution of these students in the various departments of instruction. The figures in the table below show the number of student hours in each department in the first column and the number of juniors and seniors majoring in each department in the second column. The student hours are found by multiplying the number of students in each class by the number of times it recites each week.

	Student Hours	No. of Majors
Biology	175	2
Chemistry	184	4
Economics and Business	216	0
Education	423	*
English	369	3
French	339	4
Geology	33	*
German	78	1
Greek	60	1
History	339	32
Home Economics	57	4
Latin	57	0
Man and Nature	237	*
Mathematics	339	4
Music	54	0
Philosophy	48	0
Physics	136	0
Religious Education	207	0
Spanish	78	*

*No major offered.

Publicity

To help keep the college before the public a new organization has been formed which is known as the Guilford College News Service. This work was organized by F. Hill Turner and is directed by Byron Haworth, who will be a senior at the college this year. The organization, which is sponsored by the Alumni Association, has done excellent work in supplying news concerning the college to the state papers and to many local papers in communities from which our students come.

Dr. Perisho has continued his extensive visiting of the high schools and the Friends meetings throughout the state.

A Transition Period

In many ways the past year has been one of transition. We have just been finishing up one financial campaign and have been planning a new movement to increase our income and material equipment. We have made the transition from state recognition to national recognition. This has involved a considerable reorganization of the faculty and salary schedules and other phases of our financial program. We are gradually readjusting the curriculum to meet new needs and conditions. Standards of student work have been raised and fewer failures in class work have been the result. Out of this transition period we are just entering upon a new one of development and service which we believe will mark the last decade, of our first one hundred years, as one of the most outstanding in our history.

The Coming Decade

What are some of the things that will mark this coming decade? First, we may mention a growing recognition of the sound principles of our educational policy and the wholesome nature of our college life. I have already given you some of the evidences of this wider recognition of the college and will not enlarge upon them here, except to say that they are coming, in a gratifying way, from many sources.

A second line of progress we should consider more fully, namely, the readjustment of our curriculum. During the past thirty or more years there has been a great widening of the scope of college teaching. The great increase in knowledge that has resulted from modern research has caused our college work to be divided into many departments, each conducted by a man zealous for the advancement of his department and giving little thought to the relation between the various departments and their relative significance in building character. By a system of compromise the students are allowed to partake of so much instruction in each department and receive a degree. We have not been very greatly concerned about whether or not they have comprehended right values in life or that they have understood the modern world. We have simply taught them as best we could the material that belongs to our several departments. We have imparted knowledge, but have we educated our youth? They go out from our colleges knowing many things but understanding little. There is a growing insistence that it is the duty of the educator to lead the student to understand the facts as well as to know them.

There are two lines along which the student must go to acquire an education. He must first of all call upon all the departments to supply

him data to help him solve the fundamental problems of life—the problems of physical existence, food, shelter, and clothing; the problems of parenthood, with all their biological, sociological and spiritual significance; the problems of society, cooperation and government; the problems of salvation and spiritual growth. The different departments have data that help to solve these problems and the serious student must gather all he can from them and bring these data to bear upon his life problems to find the way of life.

In addition to gathering material widely for understanding life the student should pursue some progressive mastery of one field of human knowledge. He should lay a foundation on which he can build up a knowledge of all available material in some one department.

The efficient following of these two lines of progress we believe will produce some wonderful results in the education of our young men and women.

The faculty has already begun the task of adjusting the curriculum along the lines suggested. For three years we have conducted a course for freshmen which undertakes to help the student to see how far the scientist has gone in his effort to understand the world and the universe in which it moves. This outlook on the science of the world is followed by a review of the arts which man has developed and through which he expresses himself. We try to see the soul of the man that is revealed through the arts.

Next year we are allowing the seniors who have exceptional scholarship the opportunity of pursuing, with greater personal freedom, their studies in the field in which they are majoring. The method is to allow them six hours of credit on the senior thesis.

It is along these two lines of allowing greater personal freedom in the study of a chosen subject, on one hand, and the gathering of material to solve life's problems on the other that we expect to make some outstanding progress during the next ten years.

We contemplate a considerable improvement of the college plant during the next decade. The necessity for raising endowment to increase our annual income has made it necessary for us to postpone much longer than we wished the completion of King Hall and the building of a new gymnasium. We have postponed also other features in the improvements of our buildings and grounds and in our equipment for teaching. During the next few years we believe that funds will be available for taking up this phase of our work. Already during this summer we have undertaken considerable repairs on the third floor

of Founders Hall and in the kitchen and dining room. Repairs in New Garden Hall, Memorial and the Library are either under way or are projected for the summer. The boiler, from which Founders Hall and New Garden Hall have been heated for the past twenty-five years, has been condemned. It is necessary, therefore, to replace the boiler. The trustees have decided that in doing so we should build the first unit of a central heating plant which, as necessity arises, may be enlarged to heat all the buildings on the campus. It is believed that this will not only give greater efficiency in the heating system, but will considerably reduce the operating cost and add greatly to the protection against fire. A new and more efficient laundry equipment will be built in connection with the new power plant and other phases of the college service will be improved. These improvements, together with the excellent work which the advisory committee is doing in the effort to beautify Founders Hall, will add greatly to the attractiveness of the college home.

Although we are now turning our attention to improving our material equipment, the problem of a sufficient annual income has not been adequately solved. The securing and the paying of teachers is still the most important and difficult task of the college administration. To provide salaries that are commensurate with other institutions of high standing and to properly care for our college buildings requires an income of at least \$100,000.00 a year, outside of the operation of the dormitories and boarding department. On the basis of the tuition charges prevailing in North Carolina at the present time \$40,000.00 a year from 300 students might be realized. This leaves \$60,000.00 to be secured from endowment and other sources. An endowment of one million dollars would be required to produce the necessary income.

The treasurer's report shows an endowment of \$559,337.00. To this may be added \$12,135.00 in personal notes bearing 6 per cent interest and made in favor of the endowment. This makes a total endowment of \$571,472.00. To increase the endowment to a million dollars and to do the building and other improvements needed will require about \$650,000.00.

For endowment, \$430,000.00; for completing King Hall, building a gymnasium and other improvements, \$220,000.00.

The trustees propose to begin this fall a progressive movement to raise this amount, a movement they hope to complete before 1937, the centennial year.

We are in a great progressive movement to meet the needs of a growing Yearly Meeting, to meet the standards of a commonwealth, whose recent educational progress is nothing less than marvelous; to meet economic conditions which have been completely revolutionized in the last ten years. The college cannot be static in such a time as this. It must project great plans and all those who are interested in preserving to our generation the fruits of Christian education must labor incessantly for the realization of these plans, the building of a truly great Christian college.

Raymond Binford, President.

GUILFORD COLLEGE INCOME AND EXPENSE FOR YEAR
ENDING JUNE 15, 1927

Instruction:		<i>Income</i>	
Biology		\$ 495.50	
Chemistry		1,350.00	
Home Economics		358.00	
Music		1,122.10	
Physics		350.00	
Registration fees		5,366.25	
Tuition		20,762.56	\$29,804.41
Cottages—rent			1,852.00
Endowment			28,136.94
Sundry donations			5,349.28
Boarding department			111.06
Book store			327.66
Dormitories			777.78
Farm			565.94
			<hr/>
			\$66,925.07
Deficit			15,592.10
			<hr/>
			\$82,517.17

Expense

Administration	\$12,201.41
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Instruction:	
Biology	\$ 478.60
Chemistry	1,281.30
Home Economics	91.88
Music	173.85
Physics	303.15
Salaries	45,119.87
	47,448.65

Paid various funds from endowment income:

Cox Hall	300.00
Girls' Aid	461.64
Instruction	888.36
Miscellaneous	663.62
Scholarships	2,249.51
	4,563.13

Maintenance:

Annuities	1,160.00	
Campus	1,767.63	
Cottages	1,638.82	
Education buildings	5,152.44	
Insurance	905.50	
Interest	247.98	
Other expense	194.55	
Salary	606.70	11,673.62

Promotion:

News service	110.75	
Postage	553.29	
Scholarships	879.32	
Student campaign (printing, advertising, solic- iting)	2,063.75	
Sundry	290.13	
Visitors	87.25	3,984.49

 \$79,871.30

Balance on poultry	2,109.84
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Old accounts closed	536.03
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 \$82,517.17

Maud L. Gainey, Treasurer.

GUILFORD COLLEGE BALANCE SHEET, JUNE 15, 1927

Assets

Current:

Cash on hand and in bank	\$ 1,402.57	
Accounts receivable	6,418.91	
Bills receivable	1,027.31	
Live stock and supplies	12,770.75	
Sundry items	109.70	21,729.24

Investments:

Endowment	555,337.32	
Annuity funds (contingent endowment)	4,000.00	
Annuity funds (dormitory)	29,000.00	588,337.32

Fixed:

Land, buildings and equipment	340,000.00	
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\$950,066.56

Deficit

9,474.26

\$959,540.82

Liabilities

Current:

Accounts payable	2,572.61	
Bills payable	8,000.00	
Deposits and fund accounts	10,430.89	\$ 21,003.50

Deferred:

Annuity bonds	49,200.00	
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Stock:

Plant—real estate and buildings	334,000.00	
Endowment	555,337.32	889,337.32

\$959,540.82

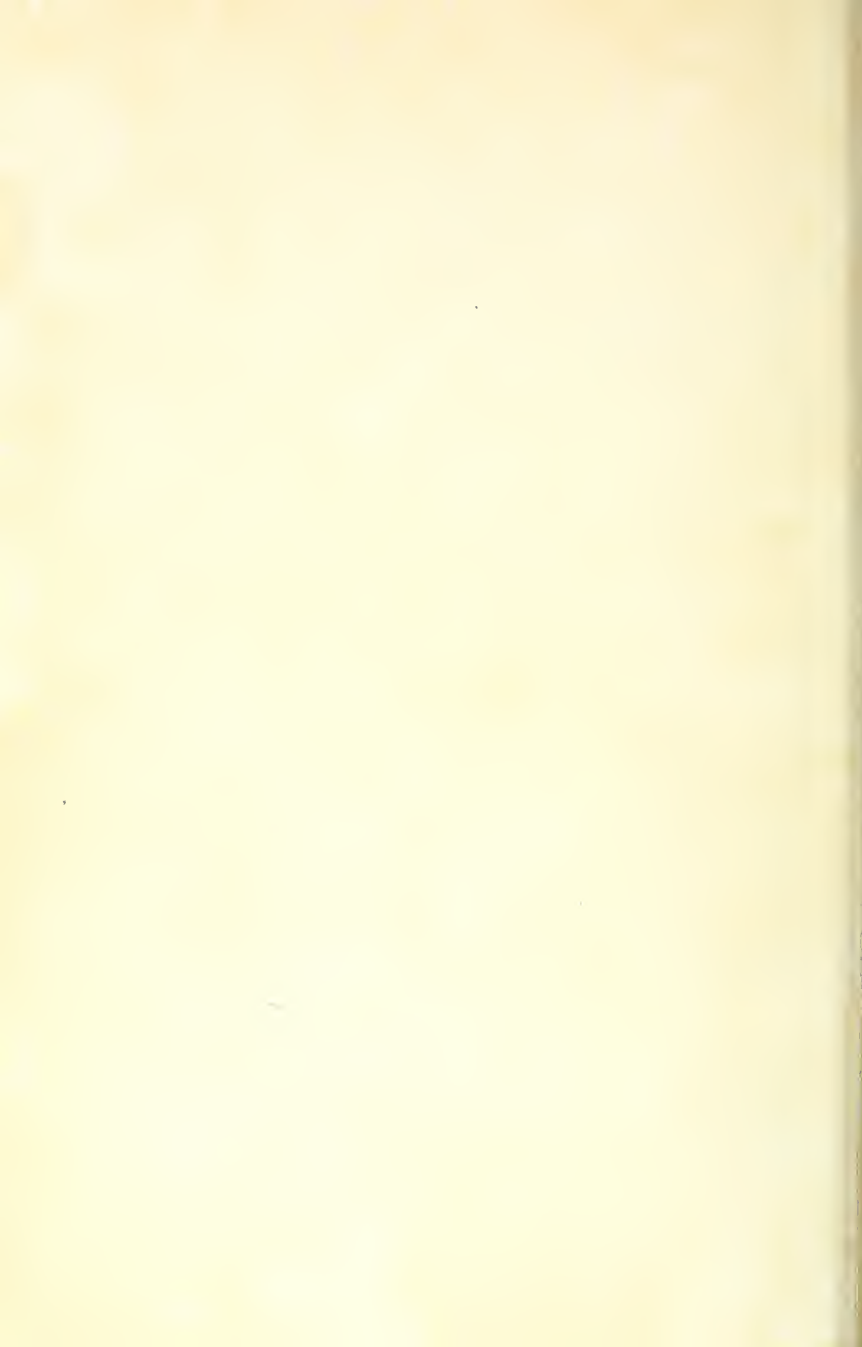
Maud L. Gainey, Treasurer.

In addition to the above assets, the college holds
personal notes bearing 6% interest in favor
of the endowment amounting to

\$12,135.00

The college also has a student loan fund of

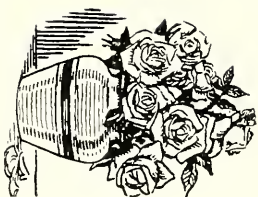
18,668.00



*Guilford College extends to the
members of the Young Friends'
Conference a most cordial
welcome.*

Race Relations: Leader—Arthur Raper, Field Secretary of the Interracial Commission, Atlanta, Ga.

Definition of race, nationality, etc. Brief review of relation of races in development of civilization throughout historical times. The segregation and study of factor and forces which tend to create, maintain, and accentuate racial friction and misunderstanding. Thorough analysis of the origin and cultural significance of the conception of race inferiority and superiority. Race prejudice as a quality of mind, its characteristics. Comprehensive review of the origin and present status of some of the organized movements to lessen racial antagonisms. Contribution of the Christian Church. Discussion as to a correct basis upon which to proceed in lessening friction between the races and the methods, the people, and the institutions to be utilized in effecting a just and fair relation between men, irrespective of color.



Why Am I a Quaker? Leader—William J. Sayres, Editor-in-Chief of the "Friends Publication Board," Muncie, Ind.

The struggle for Absolute Religious Liberty—Assembling of the groups of Truth Seekers. The adventures of these like-minded worshippers. The working of the inwardness into the outwardness of life's every-day, or expressing faith without the form of faith. Moving on with the times to meet the needs of the times without losing the Spirit of our forbears.

Revelation of God: Leader—Eugene A. Schaal, Collegiate Secretary of the Baltimore Y. M. C. A.

The idea of God is basic to the thinking and conduct of every individual or social group. The God-concept is central in any philosophy of life. Since we all have a philosophy of life, a way of thinking about life, this study of the revelation of God is significant. This course will be neither theological nor academic. We will seek to find God in meeting the problems of everyday life.

World Problems: Leader—Bernard Walton, Secretary of the Friends' General Conference, and Chairman of the Home Service Committee, Philadelphia, Pa.

Can America live alone? Shall we outlaw war with France? With other nations? Should we protect missionaries in China? Does South America fear or love the United States? Why? These and other problems will be discussed.

Military Training: Leader—Benjamin Gerig, Secretary of the Boston office of the American Friends' Service Committee.

"If you have universal training for war," said Lord Robert Cecil, "you increase the military spirit and the military outlook of your citizens. The moment you popularize the conception of a nation in arms you have to deal with something that is very dangerous." The philosophy of peace by preparedness will be carefully scrutinized and its facilities exposed. The present situation in this and other countries will be noted and a study will be made of the various societies which are attempting to deal with the problem.

"Quaker Youth and Problems of Today"

THE following is a summarized account as written by the leaders of the Conference classes.

Eldon Mills, Pastor of the First Friends' Church, Indianapolis, Ind., will deliver the opening lecture on the subject, "We Would See Jesus."

Industrial Problems: Leader—Homer Morris, Professor of Economics at Earlham College, Richmond, Ind.

This class will attempt to consider the implications of Christianity and the principles of Quakerism as applied to our industrial system. To what extent is our industrial system Christian and to what extent is it essentially pagan? To what extent does it contribute to the development of personality and to what extent does it hinder and thwart the development of personality? We have no panacea to propose, but we hope we may seek together to discover the Christian way of life in our complicated industrial system.

Social Relationships: Leader—Herschel Folger, Pastor of the Friends' Church, Wilmington, Ohio.

A consideration of the social side of the social order, as contrasted with the economic and industrial phases. A discussion of the relationship of the individual; to society as a whole and to its various groups; to other individuals, especially the relationship between men and women; to his work, leading into the problem of delinquency and crime; to the church, and of the church to the community; and other community contacts.

Come! Meet your Friends at the Conference.

MANY interesting forms of entertainment are being planned for the Conference delegates. Games of all sorts, swimming, hiking, tours, and perhaps some secrets will be in vogue.

All persons wishing to attend the Conference should send registration fee of \$2.50 (or \$3.00 after Aug. 1st) to A. Scott Parker, Jr., Guilford College, N. C. A room will be assigned and a receipt mailed in return. The only remaining charge is \$10.00 for board and room.

The tentative outline of the daily program follows:

A. M.	P. M.
7:00 Breakfast.	12:30 Lunch.
7:30 Leaders group.	1:30 Quiet hour.
8:00 Devotional group.	2:30 Sports.
8:35 First class period.	5:00 Voluntary groups.
9:40 Second class period.	6:00 Dinner.
10:40 Recess.	6:45 Vespers.
11:10 Lecture.	7:30 Music.
	8:00 Lectures.



THE TRI-CITY AIR PORT

The only station of the Pitcairn Aviation Company between Richmond, Va., and Atlanta, Ga. Mail and passenger service will be established September 1, 1927. This field is three miles from Guilford. The Company has agreed to make special rates to members of the Conference who wish a ride in the air.



THE COFFEE POT

Those attending the Conference will be interested in visiting Winston-Salem and the various places of historic interest there. Among these will be the "coffee pot" which marks the division between Winston and Salem. The old Moravian settlements are also of particular interest.



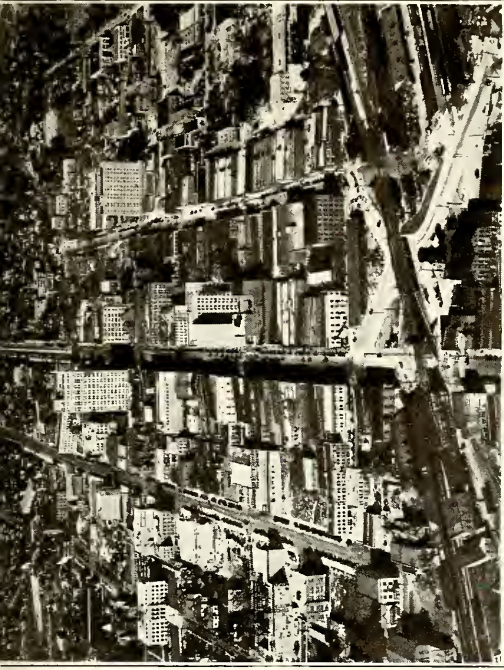
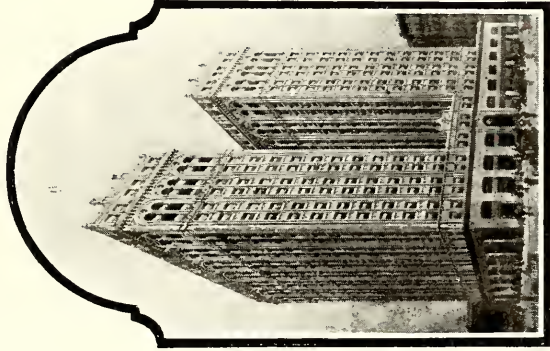
HEADQUARTERS OF THE CHAMBER OF COMMERCE

High Point, fourteen miles southwest of Guilford College, is noted for its furniture factories. The "big bureau," which is really used as an office building, advertises this fact. The members of the Conference will have an opportunity to visit High Point.



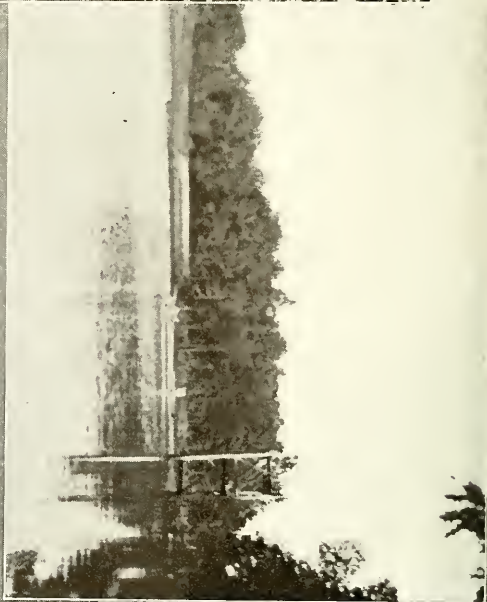
JEFFERSON STANDARD LIFE INSURANCE BUILDING

The Jefferson building is particularly interesting architecturally. It is the largest office building in the city.



GREENSBORO FROM THE AIR

Greensboro, only six miles from Guilford College, is one of the largest industrial centers in the South. A tour of the city will be made during the Conference.



THE LAKE OF THE JEFFERSON STANDARD CLUB

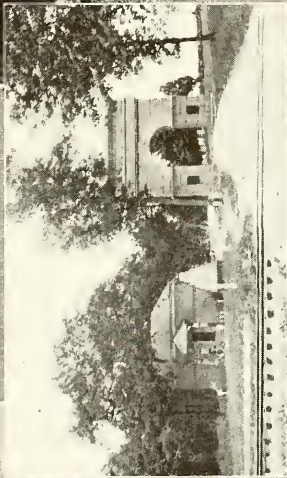
The Club has extended to the members
of the Conference the privilege of the use
of the lake for swimming and boating.



The New Garden Oak has
a National Reputation



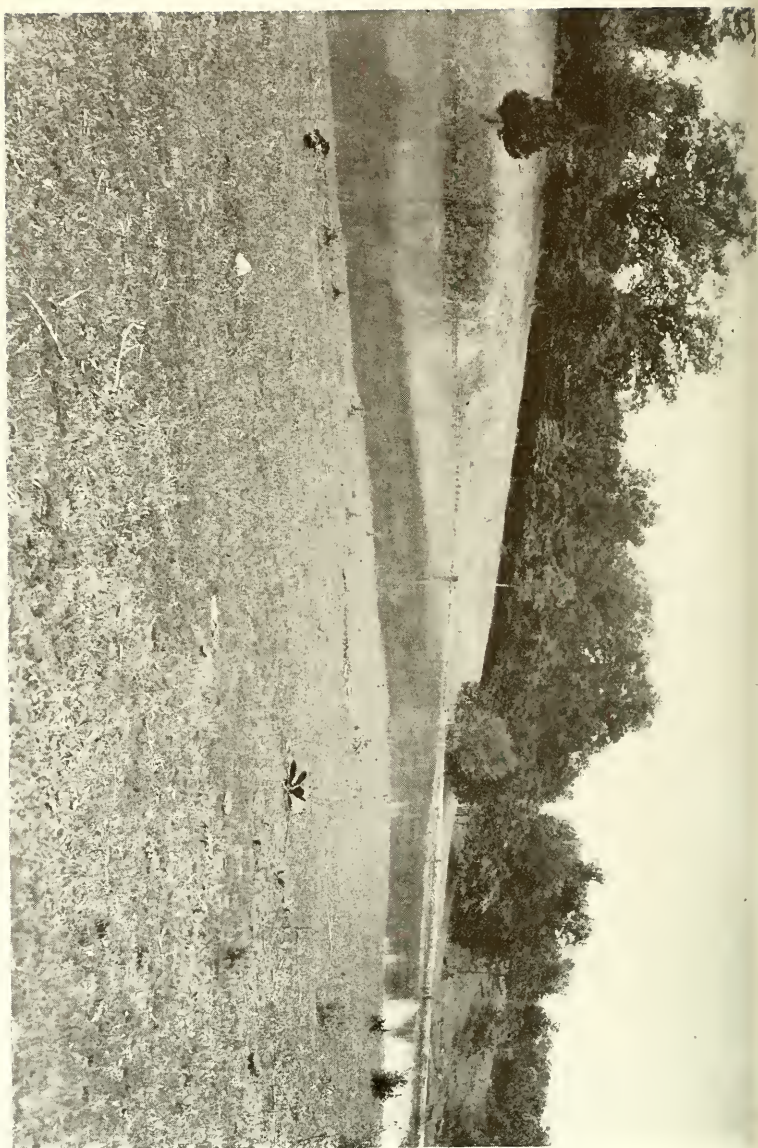
The Statue of Nathaniel Greene



Entrance to Battleground
of Guilford Courthouse



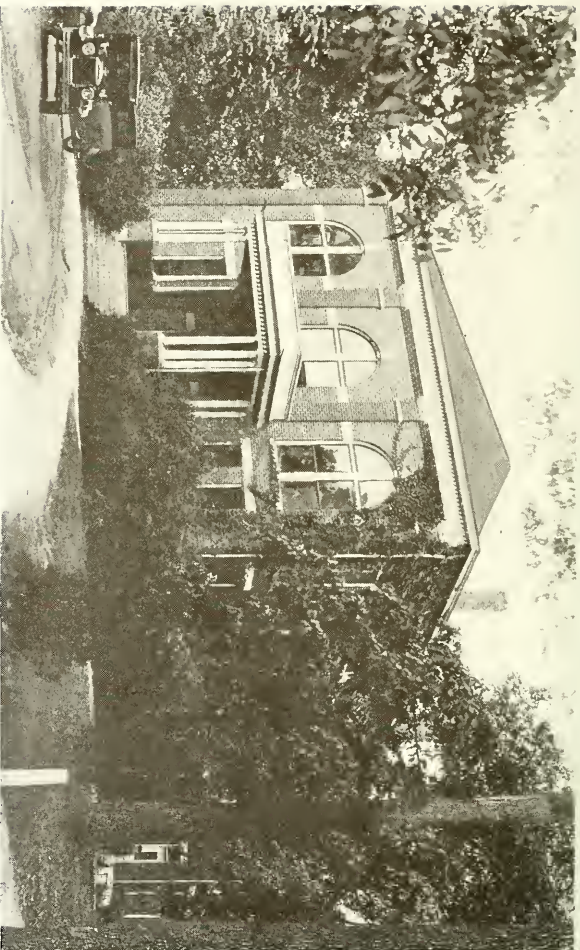
The Cornwallis Oak



THE COLLEGE POND

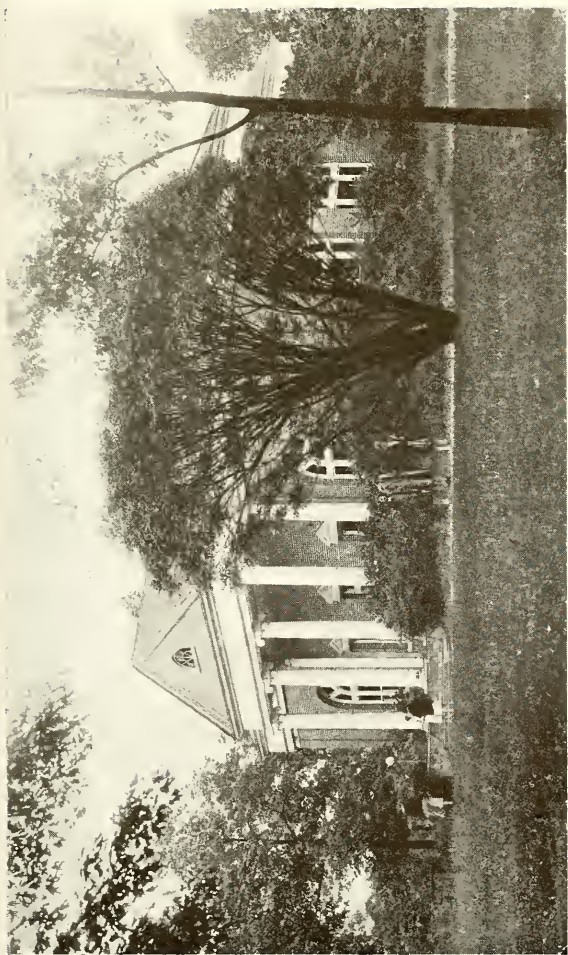


THE NEW GARDEN PATH



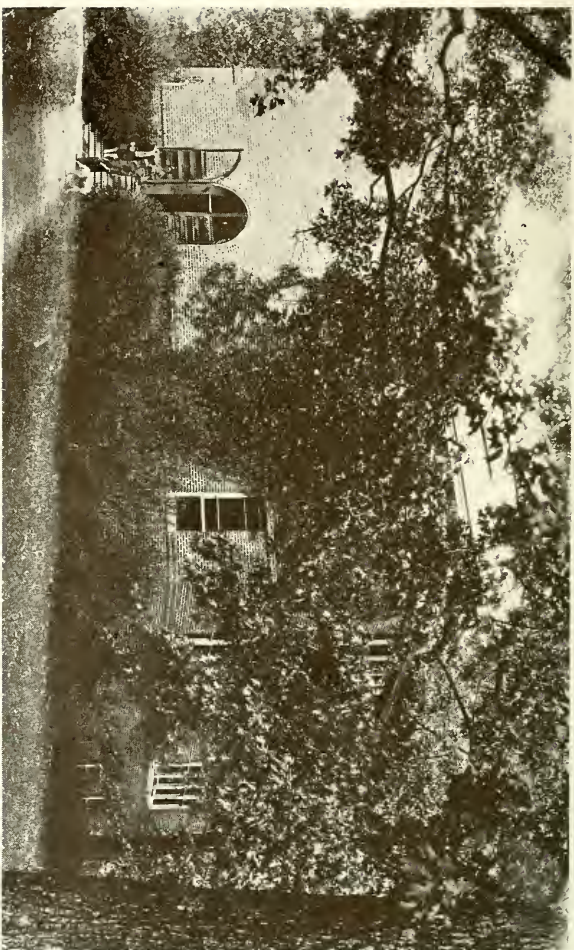
MEMORIAL HALL

Probably the most popular building during the Conference will be Memorial Hall, since the post-office is located within its walls. It was erected in 1897 by Benjamin N. and James B. Duke, former students of New Garden Boarding School, in memory of their sister, Mary Elizabeth Lyon. The College auditorium is in this building.



THE LIBRARY

The Library will be open during the conference week. It contains more than ten thousand volumes, and the reading room is well supplied with the state papers and the best magazines and periodicals. In the vault of the library old manuscripts dealing with the history of the Friends in North Carolina are stored. They are carefully classified and catalogued and will be of interest to many who attend the Conference.



KING HALL

Conference classes will be held in this building. The present King Hall is the third building so named, the former two having been destroyed by fire. It was named in honor of Francis T. King, of Baltimore, who was an early benefactor of Guilford College.



NEW GARDEN HALL

This building will serve as a girls' dormitory during the Conference. It was erected in 1907 by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of those girls who desire an education and who are willing to help themselves by doing their own work.



COX HALL

The young men will occupy this dormitory during the Conference. The late Jeremiah S. Cox, of Greensboro, N. C., gave and endowed this building. The three center sections were built in 1912 and two new sections were added in 1917.



THE NEW GARDEN MEETING HOUSE

The meeting house will be the assembly hall of the Conference. This attractive building was erected in 1912 to accommodate the sessions of the North Carolina Yearly Meeting.

It also houses the regular religious meetings of the College community.



FOUNDERS HALL

Founders Hall will be the conference headquarters and girls' dormitory. All registration will take place there, and the dining hall is located in the rear of the building. Historically, Founders Hall is interesting. It was built in 1837 when the old New Garden Boarding

School opened its doors.



GUILFORD FROM THE AIR



Eastern Young Friends' Conference



1799

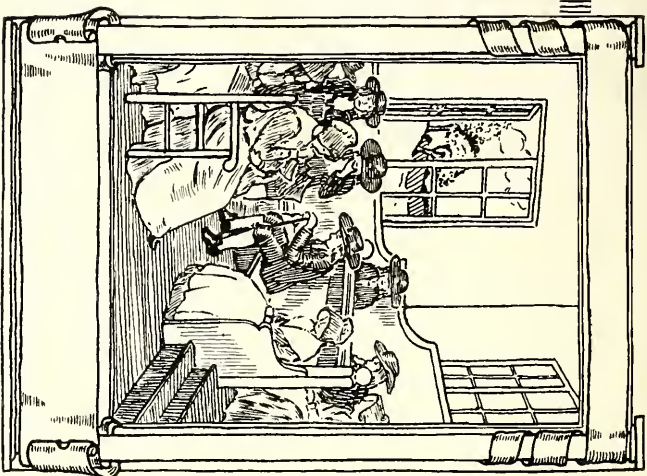
1927



N August 8-15 Guilford College will entertain for the first time the **Eastern Young Friends' Conference**. Between 275 and 300 delegates are expected to attend, making the largest conference ever held on the Guilford campus. Representatives from ten to twelve yearly meetings will be present, including all the states on the eastern coast from Maine to Florida.

It would have been difficult to select a more ideal location for the conference. Guilford is located on the Friendly Road in Guilford County, North Carolina, five and one-half miles from the city of Greensboro. Stately shade trees overhang the buildings and all parts of the campus, making it a cool and restful spot to spend a week's vacation. The natural beauty of the campus is suggestive of quietness, meditation, and worship.

"Quaker Youth and Problems of Today" is the theme of the conference. The men who have been secured to lead the classes are recognized as authorities in their fields.



GUILFORD COLLEGE

Gathering Place for

EASTERN YOUNG FRIENDS'
CONFERENCE

Eighth Month 8th to 15th

1927

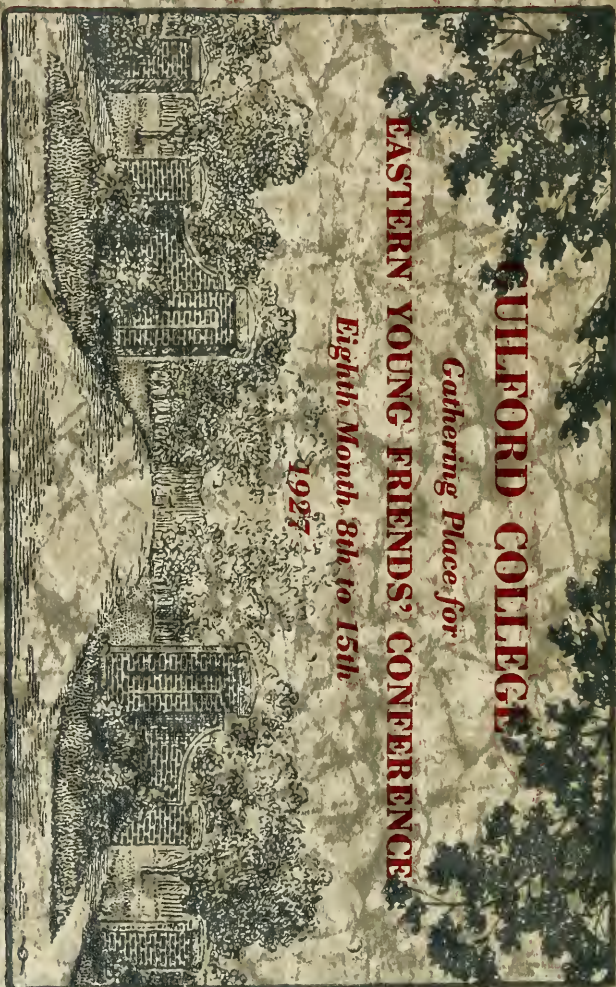
CULFORD COLLEGE

Gathering Place for

EASTERN YOUNG FRIENDS' CONFERENCE

Eighth Month 8th to 15th

1927



Guilford College Bulletin



*An Old
Institution
Creates a
New
Progressive
Curriculum*



VOL. 21 DECEMBER, 1927 No. 5

Entered at Guilford College, N. C., as second
class matter under act of Congress Aug. 24, 1912



GUILFORD COLLEGE INTRODUCES A NEW PLAN OF STUDY



¶ A coordinated, progressive program is to take the place of the scrap basket methods so widely used.

¶ Students are led to see the relationships between different fields of knowledge and to build a philosophy of life in harmony with Christian ideals.

¶ The great extent of human knowledge is bewildering. The complexity of modern life is distracting. We need to simplify the life-problems. We need to find the golden thread running through the elaborate pattern. That should be the purpose of the work in a liberal arts college.

THE CURRICULUM

¶ There are two phases to the college curriculum. One, the broadening phase—the study of various fields of human knowledge, as history, science, literature, etc. The other phase consists in the *Two phases* intensive study of some one subject—specialization in the field in which the student is most interested.

¶ The broadening or cultural phase of the curriculum includes those subjects which are required of all students in order that they may acquire *The broadening phase* some comprehension of the achievements of mankind and some understanding of modern civilization. All liberal arts colleges provide for this widening of the horizon of the student's mind, but in many of them the work is not organized into any system. Courses are selected at random from various fields. It is the purpose of this phase of the new curriculum at Guilford College to follow a definite, progressive plan that covers, in a general way, the arts and sciences. Physics, chemistry, biology, psychology, and sociology were developed in the order we have named them and they should be studied in this order because the latter ones are dependent upon the former. A study of the sciences in this order, accompanied with courses in the appreciation of literature and the fine arts brings the student, in the shortest possible time, into sympathetic touch with the wide range of human knowledge and interests and makes him a universal citizen.

¶ In addition to making a survey of the various fields of knowledge, one needs to strive to master some one field in which one finds the greatest pleasure. It is in such studies that the student develops scholarship; develops a sense of independence and originality. It is the process of setting oneself intellectually free, of finding the borderland of knowledge. Only by specializing in one field, bolstered up by related subjects, can a student develop real assurance and self-reliance and become an authority in any subject. There is a certain glory and greatness in becoming an authority in a subject, be it in ever so limited a field.

¶ A part of the work outlined in the first or cultural phase of the curriculum needs further explanation. *Intellectual tools* Early in the college course certain subjects which may be called intellectual tools receive much attention. What are intellectual tools? They are the equipment necessary in order to do intellectual work, to live the life of an educated citizen or a scholar. They are the three R's—reading, writing, and arithmetic, or stating it more briefly, language and mathematics. Do children not learn these in the primary and grammar grades? In a way, yes, but many students come to college who can not read a paragraph in a college text-book and understand it. Many more can not write a respectable paper on any subject. Such people cannot do effective college work. They will be handicapped all through life unless they devote themselves to a serious effort to acquire a mastery of these tools.

¶ Language lies at the basis of all our social and intellectual life. Proficiency in English first of all, is *Language* at the basis of all our training, but another language, one that is not our native tongue, is immensely important in liberating the intellectual and spiritual life and in opening up new fields of achievement.

¶ Science is mathematical. The ideal for all science is to reduce it to accurate measurements. Measurements must be expressed in mathematical formula. Their laws are worked out in harmony with mathematical conceptions. It seems, therefore, that some comprehension of higher mathematics is necessary to the development of intellectual power and accuracy.

¶ According to the new curriculum at Guilford College about one-half of the time will be devoted to a *Balancing time* survey of various fields of knowledge and philosophy, and the mastering of the intellectual tools. The other half will be devoted to specializing in the major and its related or prevocational subjects.

young men and women who are looking forward to joyous, but profitable, college days, where true sportsmanship shall contribute to the refinement and culture of their lives.

PUBLIC SPEAKING

¶ The literary societies at Guilford College have for many years been strong centers for developing ability in debating and public speaking. Under the efficient leadership of D. Elton Trueblood, Dean of Men, during the year there has been even a greater interest aroused, so that debating and oratory have become outstanding activities of the College.

SELF-HELP

¶ At Guilford College, the administration has always taken sympathetic and efficient interest in helping both young men and women to work out the financial problem involved in a college training. Seventy-five percent of the students have been able to earn a part, or all, of their college expenses, and this has been accomplished without detracting from the refinement and culture of the atmosphere of the College. The students look just as neat and just as attractive as they do at other institutions. This is because work is put upon a dignified and refined basis. The opportunities for earning a part of the college expense is worked out on a systematic cooperative basis, which interferes very little with the regular activities, but at the same time fosters an entirely sane and helpful attitude toward the financial problems of life. In addition to opportunities for work, the College has a considerable Student Loan Fund, by which it is able to help students who cannot otherwise finance a college course.

¶ *In calling your attention to these features of the life at Guilford College, we are doing so for the purpose of bringing to the attention of the prospective student some of the attractive features of the College. We will be glad to send a catalogue to anyone who desires more detailed information, and will be glad to answer any letters of inquiry or arrange for personal conferences if such are desired. Address all communications to Guilford College, Guilford College, N. C.*



OUTLINE OF THE COLLEGE COURSE OF STUDY

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Natural Science	Psychology and Social Science	Social Science	Philosophy and Religion
English	Literature and Fine Arts	Biblical Literature	
Language	Language		Elective
Mathematics		Major or Related Subject	Major or Related Subject
	Major or Related Subject	Major or Related Subject	Major or Related Subject
Major	Major	Major	Major
Physical Education	Physical Education	Physical Education	Physical Education

¶ The mastery of the intellectual tools will require about three-fifths of the student's time during the first year in college. This will leave one-fifth for the favorite subject and one-fifth for a survey course in natural science. In the second college year only one-fifth of the time will be devoted to the tools, leaving two-fifths for cultural subjects—art, literature, psychology, and social science, and two-fifths to the chosen field. During the junior year two-fifths of the time is reserved for a continuation of the social sciences and for Biblical literature, and three-fifths for the major. In the senior year four-fifths of the student's time may be devoted to the major subject and pre-professional work, and one-fifth to a study of philosophy and religion. A program like this allows the greatest possible freedom to the student in pursuing the subjects of his choice, while at the same time leading him into a fair understanding and comprehension of the modern world with its varied scientific, artistic, philosophic and religious interests.

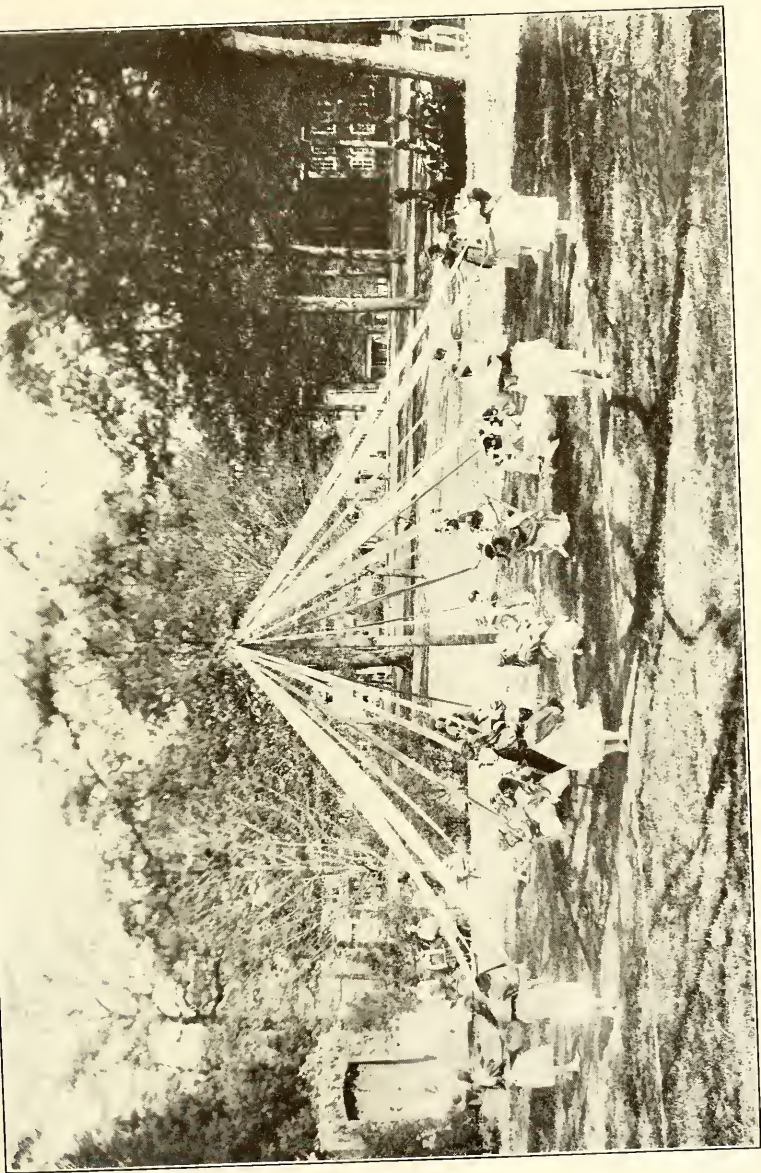
MUSIC

¶ Outstanding advancement has been made in music at Guilford College during the year. Mr. Noah, the director, has attracted much favorable comment. The work of the Girl's Glee Club and the Men's Glee Club and the large College and Community Chorus have given the students excellent opportunities, not only for pleasant fellowship and recreation, but for artistic and effective methods of expression. Music is a rapidly growing art in America, and as a spiritual and recreative influence can hardly be over estimated. The College is giving much attention to both vocal and instrumental music, and should receive a careful consideration from those who are interested in this phase of cultural training.

ATHLETICS

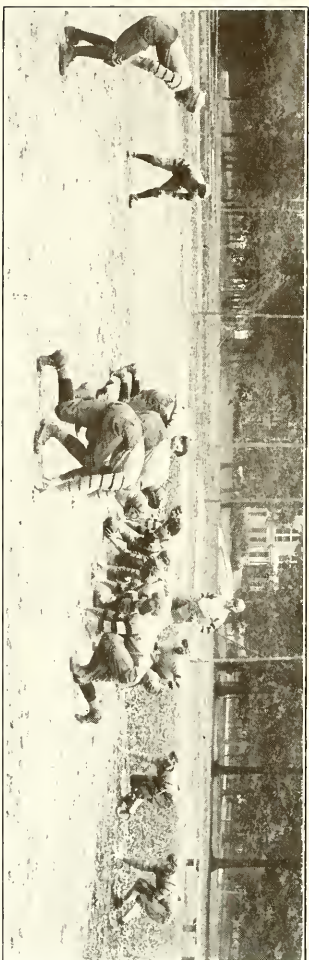
¶ The athletic appeal of Guilford College is also a growing appeal. Few students go to college just to find an opportunity for participation in intercollegiate athletics. Only a very small percent of the students who enter college can possibly become members of an intercollegiate athletic team. For a large majority of students, therefore, athletics and other forms of physical culture have their interest, not as intercollegiate sports, but are significant rather as opportunities for wholesome physical development and recreation. Under the leadership of Coach Crawford and Mrs. Andrews, with valuable assistance from other members of the faculty, the physical culture program at Guilford College is entering upon an extremely interesting and wholesome development. The varied nature of the work, the spirit and harmony which it fosters, and the delight it brings to the student's life are features which appeal to the

THE MAY POLE DANCE





GIRLS' TRACK



FOOTBALL



STUDENT ACTIVITIES

The social life of the student body is organized by joint faculty and student organizations.

The spiritual interest of the students finds an opportunity for expression in the work of the Y. W. and Y. M. C. A.

The mild climate makes possible all year out door sports. The young women engage in a complete athletic

program including the major sports: hockey, tennis, basket ball and baseball, and regular gymnastic and corrective training. The men are properly coached in all branches of athletics.

There are four literary societies, two for women and two for men. These organizations are very active and add considerably to the social and literary activities of the students.

A weekly newspaper, *The Guilfordian*, and the annual, *The Quaker*, are thriving publications.



FACTS ABOUT GUILFORD

Founded 1837.

Co-educational.

Enrollment limited to three hundred.

Sponsored by the Society of Friends.

Non-sectarian in spirit and in practice.

Operates its own laundry, bakery, truck gardens, dairy and farm.

Sympathetic helpfulness given to students who must earn part of their expenses.

A liberal arts college strictly, granting the degrees of A. B. and B. S. only.

Provides excellent pre-medical, pre-law, and pre-engineering courses.

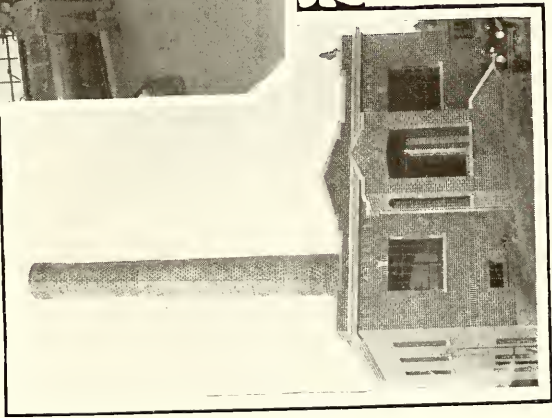
A student may major in home economics, in music, in addition to the regular academic subjects.

Opportunities for teacher training work are provided in the local high school.

Holds membership in the Association of Colleges and Secondary Schools of the Southern States, and for that reason its credits are recognized by colleges and universities throughout the United States.

Located in the Piedmont section of North Carolina, on a farm of three hundred acres, its surroundings are healthful.

Situated on the Friendly Road, in Guilford County, just six miles from Greensboro, fifteen miles from High Point, and twenty-three miles from Winston-Salem, it is easy to reach by train or motor.



CENTRAL HEATING PLANT

*The Central Heating Plant is modern in its equipment.
The first floor contains a well equipped laundry and
pressing room.*





THE COLLEGE POND



THE NEW GARDEN PATH



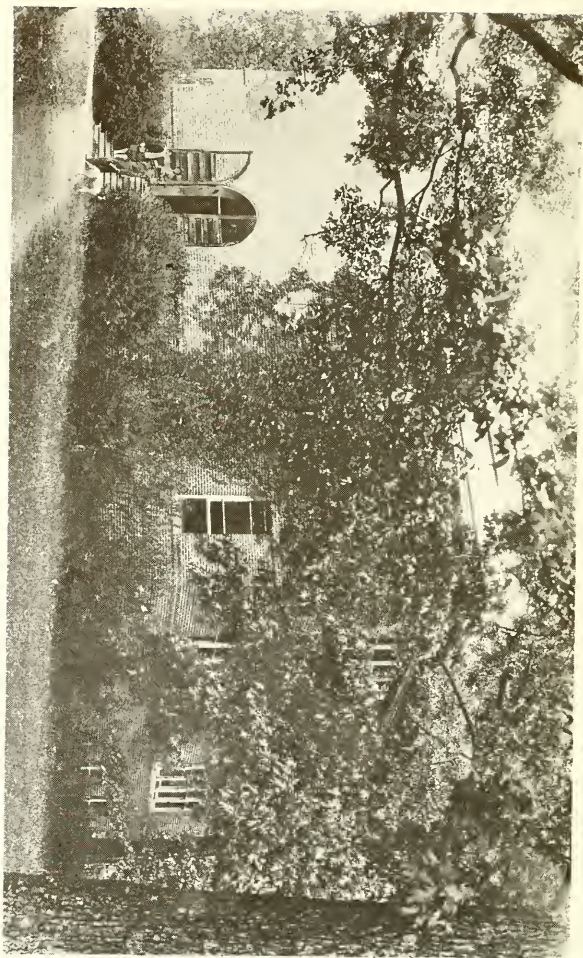
Y. M. C. A. HALL.

The Y. M. C. A. Hall was built in 1891 to accommodate the Young Men's Christian Association. On the first floor are the Y. M. C. A. hall, and the dressing room for the athletic teams. The upper floor has been made into two handsomely equipped literary society rooms for the Websterian and Henry Clay Societies.



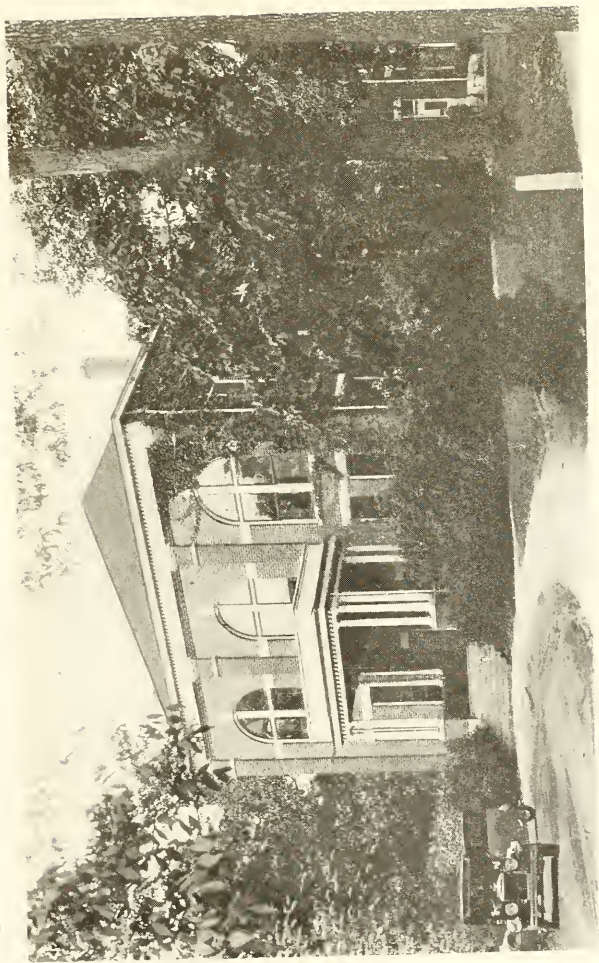
THE NEW GARDEN MEETING HOUSE

The first New Garden Meeting House was built in 1751. The present building was erected in 1912 to accommodate the sessions of North Carolina Yearly Meeting of Friends and to supply the college community a place for worship. It serves as a real center for the spiritual life of the college.



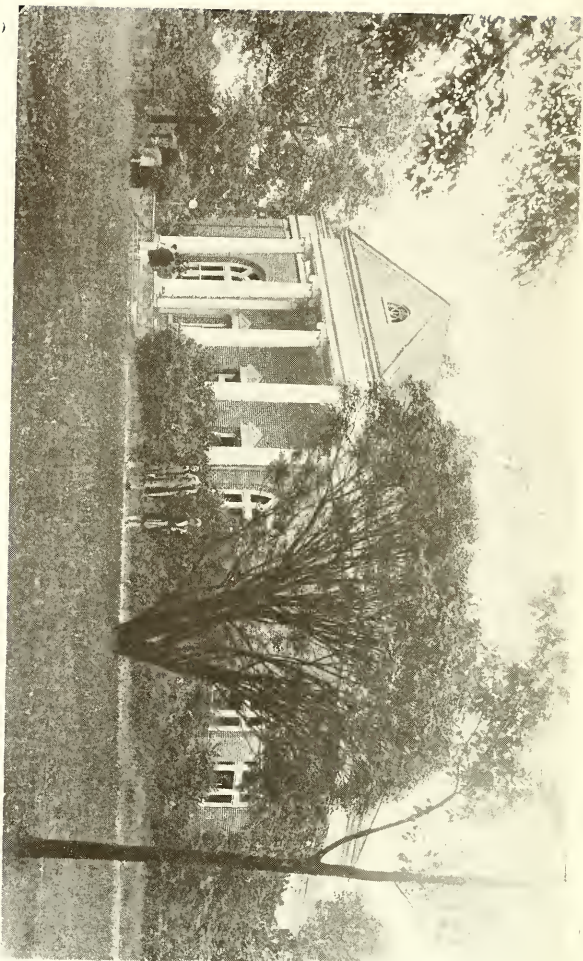
KING HALL.

The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains class rooms, the physics laboratory, and the laboratory for home economics.



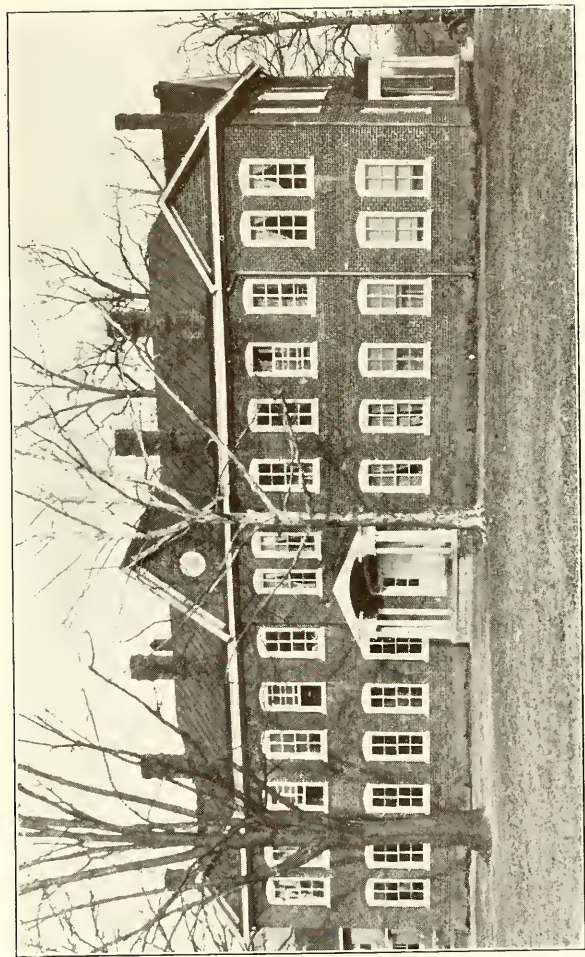
MEMORIAL HALL

Memorial Hall was erected in 1897 by the former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon. It contains the administrative offices, book store, the Guilfordian room, post-office, chemical laboratory and lecture rooms, biological laboratory, music department, auditorium, and museum.



THE LIBRARY

The Library was built in 1919. It contains more than ten thousand volumes. The reading room is well supplied with the state papers, and the best magazines and periodicals representing general literature and the special departments. In the vault are many old manuscripts and other interesting material.



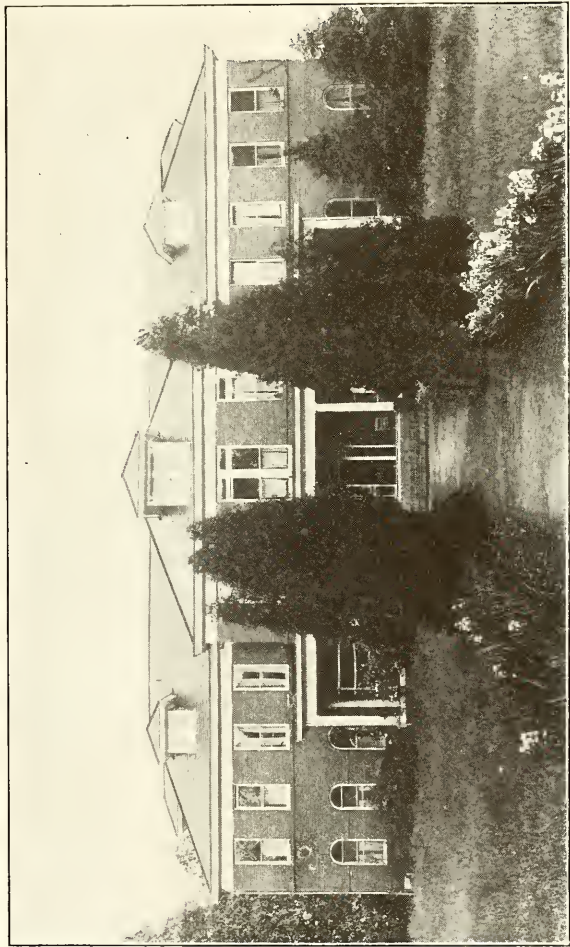
ARCHDALE HALL

This Hall for young men was erected in 1886, and was named in honor of the Quaker Governor, John Archdale. It was renovated during the past summer. The men's center, a social room, and committee rooms for student activities occupy half of the first floor.



COX HALL

The late Jeremiah S. Cox, of Greensboro, N. C., gave and endorsed this building for young men. The three center sections were added in 1912, and two new sections were added in 1917. On each floor of each section there are four rooms; each group of four has its own shower bath and lavatory.



NEW GARDEN HALL

In 1907 the Girls' Aid Committee of North Carolina Yearly Meeting erected this building to meet the needs of young women who wished to lessen expenses by co-operative housekeeping. In recent years, student service has been extended to all dormitories.



FOUNDERS HALL.

This hall stands at the end of the main driveway. It was built in 1837 when the old New Garden Boarding School opened its doors. In 1918 it was entirely re-modeled and the second and third floors equipped as a dormitory for girls. On the first floor are the dining room, the young women's society halls, the dean's rooms, and reception rooms.



GUILFORD FROM THE AIR



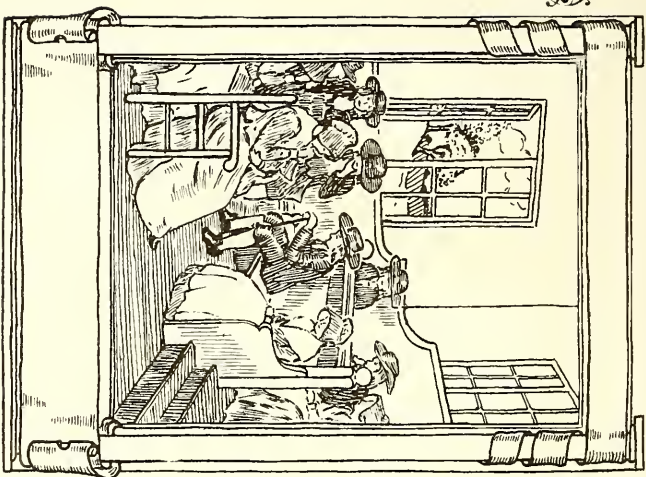
LOCATION



GUILFORD College is located on the Friendly Road in Guilford County, North Carolina, five and one-half miles west of the city of Greensboro. The entrance to the college grounds is one mile from the Guilford College station, on the branch of the Southern Railway between Greensboro and Winston-Salem. The campus is especially attractive in its natural beauty and is situated in the rolling oak and hickory woodland of the Piedmont region noted for its mild and healthful climate.

Historically, this vicinity is rich with interest. A few hundred yards from the campus on the Friendly Road is the Dolly Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe Cannon," and three miles north is the famous battle ground of Guilford Courthouse. Near the campus granite stones mark the site of the old Yearly Meeting House used as a hospital during that battle.

Entered at Guilford College,
N.C., as second-class matter
under act of Congress
August 24, 1912.



"In the Spirit."

Guilford College
ON THE FRIENDLY ROAD IN GUILFORD COUNTY
North Carolina



Guilford College
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